DOCUMENT RESUME

ED 104 813 SP 009 046

TITLE	Alternatives in Education; Infopac No. 8.
INSTITUTION	National Education Association, Washington, D.C. Div. of Instruction and Professional Development.
PUB DATE	Aug 74
NOTE	136p.
AVAILABLE FROM	NEA Publications, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (No price quoted)
EDRS PRICE	MF-$0.76 HC Not Available from EDRS..PLUS POSTAGE
DESCRIPTORS	*Alternative Schools; Annotated Bibliographies; Directories; *Educational Alternatives; *Education Vouchers; *Experimental Schools; *Legislation; Program Descriptions
IDENTIFIERS	*Compulsory Education

ABSTRACT

This document is divided into six parts, following an introduction on alternative schools. Part 1 contains an NEA briefing memo entitled "Alternative Schools." Part 2 goes into more detail about some of the ideas presented in the briefing memo. Part 3 is comprised of excerpts from the 1972 "Report of the Task Force on Compulsory Education." Part 4 discusses the educational voucher concept, which was recommended for field testing by the Center for the Study of Public Policy. Part 5 is reproduced from the publication, "Public Alternative Schools: A Look at the Options," by Penelop Walker, and is a list of descriptions of alternative schools. Part 6 describes the Shanti School in Hartford, Connecticut, and presents an example of legislation sometimes necessary to legally contain certain alternative practices within the official educational structure of a state. Appendixes include (a) "The Free School Movement: A Perspective," by Lawrence A. Cremin; (b) a directory of public alternative schools; and (c) an annotated bibliography on alternative education (an NEA document). (PB)

INFOPAC NO. 8

ALTERNATIVES IN EDUCATION

This information package is made up of the materials gathered into this document plus two separate publications. First, the National Elementary Principal, April 1973, a special 144-page issue on "The Great Alternatives Hassle." We wish to thank the National Association of Elementary School Principals for their generosity in making copies available for this purpose. Second, the 46-page "Alternative Schools in Action," by Robert C. Riordan, published by the Phi Delta Kappa Educational Foundation.

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August 1974

National Education Association
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1201 16th Street, N. W.
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SP009 046

Love is necessary if an alternative is to remain together.

- Herbert Kohl

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INTRODUCTION

One teacher's happy alternative may be another teacher's anathema. Clearly, an alternative is not for everyone. If it were, it would cease to be an alternative.

The so-called alternative movement in American education today is attracting wide interest both within and beyond the teaching profession. This interest is increasing, and since alternative institutions tend to challenge some long-held operating assumptions, they are of some importance to the united teaching profession.

Jules Feiffer's drawing on the opposite page points to a number of social and political problems facing teachers today. For some, it illustrates the point that students, teachers, parents, and schools are sometimes involved in relationships which widen the distance between the rhetoric of instruction and the reality of learning. Is Feiffer's boy a troublemaker? Or is his behavior within the bounds of normalcy for his age group? Such questions might be put another way. How much divergent thinking can (or should) be tolerated in the usual classroom?

Advocates of alternative education would find Feiffer's biting comment on schools very supportive of their position, and their alternative rationale would go something like this: Some kinds of students and some kinds of teachers work best together and, therefore, some kind of an alternative arrangement to bring them together would result in more learning under happier conditions for everyone concerned.

For some, the drawing will conjure up the thoughts of Mario Fantini as he envisions "public schools of choice" in a world where those who want the standard school can have it. According to Fantini, those who want the informal can have it. Those who want to explore other alternatives, as long as they are legitimate and can meet certain criteria, can have their options as well. All can work together on the implementation of this plan. Teachers, parents, and students working together -- that in itself is a constructive notion. We can begin to avoid the collision which Fantini senses is coming among the agents closest to the action -- parents, teachers, and students -- a collision that can be avoided only if genuine reform of our public schools is achieved. (See Fantini's Public Schools of Choice, Simon and Schuster, 1974.)

The information presented herein deals with a range of institutionalized alternatives to public education. Some of these educational choices are available now to some students in the form of alternative schools, which are increasing in number despite the fact that many of them exist for only a year or two. There has been a net gain over the past few years in the number of such schools within the established system. Some of these alternative schools are now well established, with their own traditions and personnel policies.

Since there is no set pattern or model for such schools and since each proposed alternative -- at least at its outset -- embodies a hopeful promise for improvement, it is difficult to oppose the idea as a generalized concept. This may account, in part at least, for the findings reported in Gallup Polls of Attitudes Toward

Education 1969-1973 (Stanley Elam, editor, Phi Delta Kappa, 1973, pp. 163-65). The survey question was put this way:

> For students who are not interested in, or are bored with, the usual kind of education, it has been proposed that new kinds of local schools be established. They usually place more responsibility upon the student for what he learns and how he learns it. Some use the community as their laboratory and do not use the usual kind of classrooms. Do you think this is a good idea or a poor idea?

	No Children In Schools	Public School Parents	Private School Parents	Professional Educators
N=	928	620	124	306
	%	%	%	%
Good idea	62	62	61	80
Poor idea	24	28	27	15
No opinion	14	10	12	5
	100	100	100	100

It is interesting to note that professional educators, who are better informed on the question than anyone else, favor the general idea with a much higher vote.

Local leaders of the united teaching profession are in the unique position of knowing the needs, the hopes, and the day-to-day problems of their constituents. At the same time, these leaders are in an equally unique position to know firsthand something about the attitudes and feelings of other local leaders -- school board members, city officials, legislators, etc. -- on a range of educational problems, including the need for and the feasibility of developing some type of alternative program within the schools.

To the teacher-leader's assessment of local readiness -- professional, political, and public readiness -- for (or against) some kind of alternative action, we add here some thoughts, some facts,

some references, some quotes, and some examples from within the alternative education movement.

In Favor of Alternatives

Educators who are working aggressively to spread the idea and the practice of alternatives within schools often point out that their brand of alternatives is essentially a nonthreatening approach to educational reform since, if it succeeds within a school system, it will involve only those students and teachers who wish to participate. Characterized by careful planning with interested parents, it will not be imposed on unwilling participants.

A brief rationale for public alternative schools has been developed by Richard Kammann and widely used by the National Alternative Schools Program at the University of Massachusetts:

> Imagine a town in which every family is arbitrarily assigned to one local doctor by a ruling of the Board of Health. Imagine that the Health Board assigns families only on the basis of the shortest distance from the home to the doctor's office. Imagine finally that if a family complains that the assigned doctor is not helping one ailing member of the family the Board of Health replies, "Sorry, no exceptions to doctor assignments."
>
> If this sounds like a totalitarian nightmare, stop and think. This is nothing less than a description of the way that Boards of Education assign children to schools and teachers. The fact that it is a time-honored tradition does not change the meaning of the process. In fact, a better case can be made for assigning families to doctors than to schools and teachers.

Kammann's alternative syllogism may be useful in pointing out the need for more alternatives within and among schools. Comparing the teaching profession with the medical profession is always an interesting game. But the comparison is difficult since the one profession, medicine, is usually practiced by independent, sometimes entrepreneurial, physicians. The licensed professional

teacher, on the other hand, must usually practice within the bureaucracy of socialized education. Without belaboring the point, it should be noted that the move toward a range of alternatives within -- and sometimes alternatives to -- the educational system may give teachers more autonomy, i.e., a self-governing state of affairs for the teaching profession.

In the medical profession an opposite trend can be noted, a trend toward more socialization. Certainly, Kammann's middle-class threat of a local doctor assigned to every family would meet with little opposition from those who live in ghettos, barrios, or migrant labor camps. Alternatives, be they alternatives for better health care or better education, are seldom efforts to change a total institution. Most often, they are developed within a time-honored establishment to serve the unique needs of a special group. It is argued that this approach to institutional change is both nonthreatening and self-correctional.

Another reason often put forward in support of public alternative schools is that they are based on voluntarism and thus provide a vehicle for change without the inherent risks involved in most experimental ventures that are imposed on both staff and students. Such schools do not require consensus within the larger community in order to operate; nor are they mandated or imposed on a particular clientele. Since the alternative school is not considered a pilot or bellwether experimental school, it does not present the threat (or promise) of systemwide replication. It is simply one option among many.

A major spokesman for the idea of alternative schools is Dwight Allen, dean of the School of Education at the University of

Massachusetts, who says that the alternative school does not have to make the assumption that if it succeeds, everybody will have to do the same thing. The alternative school succeeds on the presumption that it is an alternative and that it may, in fact, succeed for the people for whom it was designed. Allen views the alternative movement within the educational establishment as "a non-consensus strategy to make pluralism possible." The following reasons are cited by Allen and others as rationale for establishing such schools:

1. The growing pluralism within our society -- long a hallmark of our democratic culture -- demands that a plurality of educational options be provided that can begin to satisfy a greater number of families.

2. Children have different learning needs, and no single program yet devised can meet all educational needs.

3. The conventional schools need a comparative perspective on all facets of their operations which uniquely different options can begin to provide.

4. An alternative school provides an opportunity for total institutional reform (as opposed to piecemeal changes for a school) that can be as wild or as sober as a clientele might opt for.

5. Alternative schools can provide a symbol of flexibility and change within the public schools at a time when demands for change have often reached a point of desperation.

6. Within the context of alternative education programs, mediocrity -- an inherent characteristic of institutions that must respond to consensual compromises -- becomes unacceptable as long as clients can opt out.

7. A school program whose constituency attends entirely by choice must remain heavily accountable to that group of people.

8. With parents satisfied that they have a say in their children's education, and an alternative if things do not work out, they will be more willing to support school budgets and referenda.

We have already cited some Gallup Poll evidence to indicate considerable public support for the idea of alternative schools.

Although there is presently no collective evidence of how superintendents consider this idea, the following statement will be of interest to association leaders. It comes from Bruce Howell, superintendent of Tulsa Public Schools:

> . . . I see unity through diversity. A diversity in educational design that will permit parents moving from Houston, New York, or Los Angeles to find a curriculum program and an organizational pattern amenable to their thinking. I see absolutely no need for uniformity of organization or standardization of design. There is room in this sprawling system for alternatives and there is a place for the varied educational philosophies of both educators and patrons.
>
> To pretend that administration or supervision of these alternatives is an easy task is to display managerial ignorance. Flexibility and diversity are difficult to manage but, to me, the alternative to diversity is educationally untenable. The alternative is standardization and conformity. It is untenable because now in education we speak of uniqueness, of individuality. This mandates alternatives. (Changing Schools, No. 008, p. 7, National Consortium for Options in Public Education, 1973.)

High school principals often cannot avoid a more direct confrontation with this question, and the executive secretary of the National Association of Secondary School Principals has recently stated:

> In a society as diverse and complex as ours, no institution can effectively serve all people. By the same token, schools should not be judged as failures if all students do not meet with immediate academic and life-related success. Most students respond well to what educators have come to describe as the traditional approach, while others require alternatives in non-traditional categories. The fact that we continue to have almost one million high school dropouts each year gives credence to the fact that the standard offerings simply do not meet the needs of all students. This unfortunate situation has caused the National Association of Secondary School Principals, as well as other responsible agencies, to continue the search for viable options.

This quote from Owen B. Kiernan is from the foreword to an NASSP publication, Alternative Paths to the High School Diploma

(Stephen K. Bailey, et al., 1973), which explores a number of "alternatives to the existing high school 'lockstep'" (p. 8). The booklet, incidentally, does not resolve the great secondary school dilemma, the horns of which break through Dr. Kiernan's pedagese: "most students respond well to . . . the traditional approach (but) . . . we . . . have almost one million dropouts each year. . . ."

The National Elementary Principal, in a special issue, "The Great Alternatives Hassle" (April 1973), points out editorially that "the free school movement has helped to spark a reform effort within the system -- the alternatives movement. Significantly, unlike many of the superimposed reforms of the 1950's and 60's, alternatives offer change as an option rather than by fiat or directive." This excellent issue is one of the best single resources available on the subject.

In Opposition to Alternatives

"Unfortunately, I see very little in the present leadership of the movement for alternative schools that encourages me to think that the new arrangements will foster rather than discourage the old (basic) purposes. Some of these leaders are cultists rather than serious reformers . . . radical deschoolers and free-schoolers . . . (who) want schools to liberate the blacks and the poor; some want schools to foster the counterculture; others are social perfectionists who can't bear to face the fact that joy and ecstasy are not constant factors in the lives of teachers and schoolchildren; still others want the schools to help overthrow the present economic order." These snippets, as you might have guessed, are from an article by Mortimer Smith, executive secretary of the Council for Basic Education. Titled, "CBE Views the Alternatives," this piece

is from the March 1973 Phi Delta Kappan, a special issue on alternative schools.

Although Smith's negative position does not have much support in the literature of the 1970's, it does reflect the thinking of those who feel that we already have an "overeducated" society with a growing number of "underemployed" individuals who have advanced academic degrees. Others point out that the kind of "nontraditional studies" offered by some alternative schools will further dilute academic standards. Smith ends his article with this:

> In education we need always to reexamine our practices and to be willing to change them when necessary. Not to do so would be foolhardy, even suicidal. But change must be based on something more substantial than the slogans, ideological zealotry, and utopian sentimentality that all too often mark the movement for alternative schools. I think it would be unfortunate if this sort of change gained wide favor, for there is a Gresham's law in education, too, where bad reform drives out good.

At a less negative level, the Palo Alto, California, Unified School District reports some cautionary observations based on its recent experiences with alternative programs at the high school level. Reported in the June 1973 Nation's Schools (pp. 39-41), these cautions were presented as ten reasons why alternative schools aren't for everyone:

1. Alternative schools aren't appropriate for certain types of students (who are lazy, lack self-discipline, and who thrive on conformity).

2. Alternative education requires especially careful counseling, more attention to motivation.

3. Alternative education requires that teachers pay more attention to individual progress of students (usually on a continuous basis).

4. Alternative learning methods make special demands on students (who often have to find their own answers to such questions as: Where do I begin? and, Where do I go from here?).

5. Alternative learning tends to proceed at a slower pace (since it usually takes longer for a student to gather information on his own).

6. Alternative programs that share a campus (or a building) with a regular school have more drawbacks than those that don't (since such proximity tends to put the alternatives on display in a fishbowl).

7. Alternative schools usually have to cope with an army of detractors and critics.

8. Alternative schools definitely are not for every teacher. (Teachers with fragile egos don't do very well according to those who have done such teaching. Extra tact, diplomacy, patience, and flexibility are necessary.) One Palo Alto alternative teacher is quoted as saying: "My life was a lot easier when I taught in the regular schools. Students had to read the books that interested me. Now I read the books that interest them."

9. Like it or not, alternative programs do compete with the regular schools (since in Palo Alto whenever a student chose an alternative school, it meant less money for a regular school).

10. Alternative schools may not be the solution to many long-standing educational problems (for students who don't like regular schools and who lack the self-discipline and motivation required for an alternative program).

Harold Santee, Palo Alto superintendent, feels that "we need to recognize that traditional classroom instruction probably remains the most efficient method of learning for the vast majority of students. The student in a traditional program often has to adjust his speed of learning or ignore some of his personal interests. He may have to accept certain lessons on faith. But, in return, he receives highly condensed, streamlined, efficient instruction. His lessons have been pretested to remove the 'bugs,' and they are generally guaranteed to cover all the basic points."

Is this the rhetoric of instruction or the reality of learning? Alternatives, as we said at the outset, aren't for everyone.

One of the older alternative schools is the Yellow Brick School, a part of the Pontiac, Michigan, City School District,

named by its students in 1967 when they painted the plant (a large old brick house) yellow. Without going into details here about this particular alternative program (which Pontiac school officials report is succeeding), we would like to end these introductory remarks with a statement by a graduate of the Yellow Brick School. It is a poem, and we reproduce it on the next page.

Robert C. Snider
Professional Associate, IPD

Yellow Brick School

There is this school I know
Where they say "bad" kids go.
Inside it you would hardly believe
Some of the strange activities,
Where Blacks and Whites
Are sisters and brothers,
And we learn about each other;
Where we come together to learn,
And the world is our main concern;
Where we're taught, tested and tried,
And in ourselves
Learn a new pride;
Where we get into deep conversation
Through a new form of education;
Where students who will have a voice someday
Can look at a problem in a new way.

I'd hate to be anywhere else
Because this place can help me find myself.
It is run by Jim, Larry, Meg, and Dick
And to the town it is known as the "Yellow Brick."

Duane Eason
1970 Graduate

PART I

BRIEFING MEMO

A copy of the new NEA Briefing Memo on "Alternative Schools" is inserted to make up the next four pages. You will note in the box at the end of the memo that it may be reproduced, published, distributed in any way you care to use it. Like other titles in this series, it is intended to briefly define the issue, point out some implications, raise questions for further consideration, and suggest good sources for more detailed information.

Earlier NEA Briefing Memos on "Open Schools and the Teacher" and "In-Service Education & Teacher Centers" will also be of interest to local associations as they explore alternative forms of education. For example, an educational issues paper on alternative schools from the New York State United Teachers quoted extensively the Briefing Memo on open schools and described it as "an intelligent and reasonable conclusion that certainly applies to the alternative school movement." Here is a sample from the open schools Briefing Memo:

> Although open schools have not been in existence long enough to permit long-range studies of their effectiveness, research conducted to date suggests that student achievement as measured by standardized tests is comparable to that attained through more traditional approaches. Many have observed that student goals are enlarged in an open setting; observational and experiential accounts overwhelmingly attest to the dramatic increase of motivation, enthusiasm, and independence among students and teachers. Parents who have been actively involved often share these feelings.
>
> Obviously the shift from the traditional to the open classroom is very demanding for any teacher, and some very

effective teachers may find it difficult, if not impossible. But to those who are interested in this technique and are working in a potentially sympathetic situation, the open school approach appears to offer new vistas for professional creativity, expression, and reward.

In-service education and the NEA's recent program for teacher-centered professional development have important implications for teachers and locals interested in, or already working in, an alternative school. "In-Service Education & Teacher Centers" (NEA Briefing Memo No. 3, Fall 1973) may, therefore, be useful to such teachers since an in-service program can often spell the difference between success and failure in such an innovative alternative.

Most teachers involved with alternative schools are quick to point out that the action (professional practice, if you will) is not limited to a procedure that can be described as a single innovation. Alternative schools, as the Briefing Memo beginning on the next page points out, often include a range of practices and procedures which in themselves have long been considered innovations. Alternative schools, therefore, tend to be an innovative way of using many innovations, sometimes only parts of innovations.

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NATIONAL EDUCATION ASSOCIATION

Briefing MEMO

INSTRUCTION AND PROFESSIONAL DEVELOPMENT

August 1974 · No. 6

ALTERNATIVE SCHOOLS

"Turned-off Students Get Alternatives -- In the System."

This headline is typical of many stories today describing some of the more than 600 public schools that offer students and teachers obvious alternatives to regular school programs.

Although it would fit most such schools, the headline comes from a story about an alternative school in Arlington, Virginia -- the Hoffman-Boston Junior High School. Starting its third successful year as a radical but accepted part of a larger public system, this school offers an extremely flexible program to 180 students who are bused in from all parts of the district. Don Brandewie, the teaching principal of Hoffman-Boston, points out:

> Most of the students who come here want something to say about what they are learning and how they are learning it. If it were not for this kind of alternative program, many of these students would not be in school. The primary purpose is to provide a program where students can really go. We have a range here from the very bright to the slow.

Terms such as "radical" and "alternative" seem appropriate since such schools are radical in that they are a considerable departure from the usual or the traditional, sometimes in the extreme. And they are alternative to the degree they offer a free choice to students in the district who may or may not choose to participate.

Toward a Definition

Beyond the idea of a radical alternative, it is difficult to put labels on such schools since each tends to be unique, relatively new, and in a state of change. Some of them, like Hoffman-Boston, were started within a school district structure as the result of pressure from parent and citizen groups. Others began independently as "free" schools, "Summerhills," or storefront academies and have subsequently become a part of local education authorities. In practice, such schools tend to be short-lived, with an average life expectancy of between two and three years.

The National Alternative Schools Program (NASP) at the University of Massachusetts has recently completed a nationwide survey of such schools using the following definition: "A public alternative school (is) an educational program which provides learning experiences not available in the conventional school, and which is available by choice and at no extra cost to every family within its community." While admitting that no one specific model exists for such schools, NASP researchers gathered data on a variety of schools, including some with such familiar designations as multicultural, bilingual, open, continuation, free, schools without walls, and schools within schools.

Alternativeness, of course, is relative. Many school programs or classrooms are different and/or innovative in relation to the instructional status quo of their district. Such programs obviously are not optional alternative public schools unless they provide learning experiences that are an alternative to the conventional school program and that are available by choice to every family within the community at no extra cost.

Since the early 1960's a number of innovative school programs have evolved, and several of these have been identified as the kinds of programs often used by alternative schools. In its own national survey of alternative schools, Indiana University's Educational Alternatives Project used the following terms to denote concepts often found in alternative schools as a means of organizing learning activities rather than simply as physical facilities:

Open Schools - with learning activities individualized and organized around interest centers within the classroom or building. (See NEA Briefing Memo, No. 2, 1973, "Open Schools and the Teacher.")

Schools Without Walls - with learning activities throughout the community and with much interaction between school and community. (Philadelphia's Parkway Program, which opened in 1969, was the first and probably most well-known of these.)

Learning Centers - with a concentration of learning resources in one location available to all of the students in the community. This would include magnet schools, educational parks, career education centers, vocational and technical high schools, etc.

Continuation Schools - with provisions for students whose education in the conventional schools has been (or might be) interrupted. This would include drop-out centers, re-entry programs, pregnancy-maternity centers, evening and adult high schools, street academies, etc.

Multi-Cultural Schools - with emphasis on cultural pluralism and ethnic and racial awareness and usually serving a multicultural student body. Bilingual schools with optional enrollment would be included here.

Free Schools - with emphasis on greater freedom for students and teachers. This is usually applied to non-public alternative schools, but a few are available by choice within public school systems.

Schools-Within-Schools - with a small number of students and teachers involved by choice in a different kind of learning program. This would include mini-schools and satellite schools. A satellite school is a school at another location which maintains administrative ties to the parent school. The schools-within-schools would usually belong to one or more of the six types above.

Because they typically practice a large number of educational innovations, alternative schools are considered, at least by a growing number of their supporters, as a safe and useful strategy for educational reform within the school system -- an effort to invent processes that will make pluralism possible. There is no assumption that if an alternative school succeeds all others must do likewise. As an alternative, its success can only be measured in terms of how well it serves its own constituency.

Alternatives to Alternatives

The School of Hard Knocks (or a total dropout from even that) has always been an available alternative to formal education. Dropout statistics continue to be a cause for public alarm. Today, however, some halfway alternatives are emerging loud and strong.

For example, 10% of all high school diplomas awarded in 1973 were issued by state departments of education on the basis of test scores on the American Council on Education's General Educational Development (GED) testing service. These 256,905 special diplomas were given to adults with an average age of 25.1 years who had completed an average of 9.8 years of schooling. The trend is increasing -- 13,000 of these tests were given in Spanish -- and it is of some interest to speculate why these people did not stay in school, and what the results might have been had they stayed in school. Had these quarter million people stayed in school, an additional 58,645 certified teachers would have been needed -- a fact of some interest to unemployed teachers.

Most states, of course, do not permit teenagers to "GED it" out of high school, but the trend in recent years is clearly toward lower ages for such tests and larger numbers of GED-type diplomas. The recent controversial report of the Kettering-sponsored National Commission on the Reform of Secondary Education is another example of this trend. It states:

> To the rights the courts have already secured for American students, the Commission would like to add another: the right not to be in formal school beyond the age of fourteen. Compulsory attendance laws are the dead hand on the high schools. The liberation of youth and the many freedoms which the courts have given to students within the last decade make it impossible for the school to continue as a custodial institution and also to perform effectively as a teaching institution.

Without arguing the merits of this position, which one critic calls "irresponsible alarmism," it is presented only as another

example of the larger trend toward a growing number of educational alternatives. Also related to this is the fact that over 1,000 high schools are now using correspondence courses to supplement their offerings.

Alternatives for Teachers

As formal schooling spreads increasingly beyond the classroom, the role of the certified teacher remains the central and critical element. Any educational enterprise, no matter how open or how alternative it may be (with or without walls), is no better than its teachers. It may not be too early to suggest that the very survival of teaching as a profession will depend on our ability to respond constructively to such developments as alternative schools, and to otherwise deal effectively with efforts to deschool society.

Certainly, alternative schools are not for everybody. Although -- according to a Gallup Poll -- they are considered a good idea by 62% of the public and by 80% of professional educators. Some local teacher associations have been actively involved in establishing alternative schools and, in the process, have had to deal with such questions as:

1. Should the local use its influence to change how its schools are organized for instruction?

2. Does the local favor a contract that is flexible enough to cover teachers who elect to work in alternative schools?

3. What implications do alternative schools have for the local in terms of teacher rights, student rights, in-service education, paraprofessionals, and local political action?

For More Information

Alternative Education: An Annotated Bibliography. Washington, D. C.: Instruction and Professional Development, National Education Association, August 1974.

National Alternative Schools Program, School of Education, University of Massachusetts, Amherst 01002. A federally supported source of information.

Educational Alternatives Project, School of Education, Room 328, Indiana University, Bloomington 47401. A source of information affiliated with the National Consortium for Options in Public Education.

This *Briefing Memo* is a response to requests from members for information on the above topic. It has been prepared by the Instruction and Professional Development staff of the National Education Association as a brief but accurate introduction to this topic for busy teachers and as a resource for readers who wish to pursue the subject in more detail. Except where indicated, the views expressed here do not represent official Association policy. This document has not been copyrighted and permission is granted herewith to members of the United Teaching Profession who may reproduce it in full or in part for non-commercial use provided credit is given to the NEA.

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PART II

DEBRIEFING THE BRIEFING MEMO

Since they are intended only as brief and accurate summaries that will serve busy teachers as a quick introduction to various topics, Briefing Memos of necessity must omit a good deal of background information. Our purpose here is to deal in more detail with some of the ideas in the preceding memo on "Alternative Schools." This information will be useful to local leaders who plan to use the Briefing Memo as the basis for meetings, seminars, and informal discussions.

Don Brandewie, the teaching principal of an alternative school who is quoted on the first page of the Briefing Memo, reports that he has served in that position since the school -- Hoffman-Boston -- began two years ago. He also reports that teachers in his school transfer to and from other buildings with much less frequency than do other teachers in this rather large system in which there are about forty schools. At the beginning, all teachers at Hoffman-Boston volunteered for the assignment. In the past two years there have been some involuntary transfers of teachers to the school -- a practice which, according to Brandewie, does not work in alternative schools. At present Brandewie is working with the local teacher association to develop new contract language that will meet the special teaching personnel needs of this alternative school. The student-teacher ratio here is 19:1, the same as it is throughout the district. Although Brandewie has little hard data yet, he is

of the opinion that per-pupil costs at Hoffman-Boston will be a little less than the average for the school system.

The newspaper account mentioned in the Briefing Memo is from the June 27, 1974, Washington Post and is reproduced on page 21.

Although the Briefing Memo does present a rather generalized definition of the alternative school, it also points out the difficulty of labeling such new and unstandardized arrangements. To a degree, those who are involved with alternative schools may be working at their own creative edge of education history where the results -- depending on the goals, and how they are measured -- may be startling, informative, disquieting, or beautiful. (For another view of these alternative pilgrims, see p. 8.) One point of view, therefore, on the question of labels and definition is that such early efforts to study, scrutinize, and quantify a creative alternative activity will tend to limit or destory it.

Definition of alternatives will vary, of course, with the degree to which specific alternatives are radical. In an article, "Beyond Schools to Free Learning" (National Elementary Principal, April 1973, pp. 32-37), Beatrice and Ronald Gross present a rather extreme position. In their view, any thinking about alternative schools must transcend the schools as we have known them as a place for education to take place. "Alternative ways to learn," according to the Grosses, "aren't alternatives at all . . . . They are central, basic, fundamental. It is the schools' way of learning that is, all too often, a clumsy, wasteful, even damaging digression in the child's learning life." Their article concludes with a plea for an open, child-centered approach to education which, in the process, invokes support from the NEA with a quote from then-

Turned-Off Students Get Alternative—In the System

By Bart Barnes
Washington Post Staff Writer

BORN OF AN ABIDING conviction that the traditional classroom is often an inappropriate educational setting, Arlington's Hoffman-Boston Junior High School program ended its second year this week, convinced that for some, at least, it has found the elusive "alternative."

You could walk onto the school grounds on just about any day this past spring and as likely as not there'd be a discussion group going on under a tree or students sprawled across the sidewalk reading books.

Inside you might find someone learning English by writing parodies of Shakespearean plays or a group exploring feelings, customs and traditions associated with death and writing their own obituaries.

What you would have a hard time finding is a classroom in which a teacher lectures to a group of note-taking students or a session in which a class plows through a text together.

Organized in the fall of 1972 as one of Arlington's three alternative schools—Drew Elementary and Woodlawn High are the others—Hoffman-Boston assumes as an underlying principle that all students are different. They can and should learn at different rates.

It keeps its programs flexible in an attempt to interest students who feel stifled in a traditional classroom or are unable to cope with such a program.

"Most of the students who come here want something to say about what they are learning and how they are learning it," says principal Don Brandewie. "If it were not for this kind of alternative program, many of these students would not be in school. The primary purpose is to provide a program where students can really go. We have a range here from the super bright to the slow."

Originally an all-black school in Arlington's once segregated school system, Hoffman-Boston is located in a middle-class, predominantly black neighborhood between Shirley Highway and Columbia Pike.

It has just over 170 students this year, almost all of them bused in, all of them there because they want to be, and many of them fed up with what they were getting in the traditional junior high schools.

Ninth grader Sherri Sanford, for example, had been 1½ years at North Arlington's Williamsburg Junior High School when her mother pulled her out in the middle of the year last year and sent her to Hoffman-Boston.

The way her curriculum had been organized, grades had been awarded on the basis of neatness as much as substance, her mother, Elizabeth Sanford, felt, a good bit of the history class consisted of discussing evils of communism and marijuana, and in English the main efforts were devoted to organizing a notebook into 12 sections each separated by a colored divider. Examinations in history consisted not of analyzing what were the major historical events of an era and what influenced them, Mrs. Sanford said, but instead memorizing such details as what name Pocohontas took when she married John Rolfe. (The answer is Rebecca).

"I felt the viewpoint was very narrow. They were dishing out something and they wanted it dished back to them just the way they had dished it out."

By the time she left Williamsburg, Sherri had become so disgusted with English that she dropped it altogether, but when she got to Hoffman-Boston she took it up again after getting involved in a drama class.

Through the drama class at Hoffman-Boston, Sherri developed an interest in Shakespeare and began reading Macbeth and other Shakespeareas plays. This year she enrolled in a literature course that included such writings as the Teachings of Don Juan, The Grapes of Wrath and To Kill a Mocking Bird. In addition, she took a course for ninth grade girls called Women's Rights in Society and Human Sexuality.

Not only are many of the students at Hoffman-Boston refugees from the traditional classrooms, however. The same can be said of many of the teachers.

Language arts teacher Randy McKnight came to Hoffman-Boston two years agofrom Swanson Junior High School, now says "I'd leave the system rather than go back."

"I thought the school (Swanson) was not doing anything positive for about 60 per cent of its kids, either emotionally or in terms of cognitive development," McKnight said.

Since each student works at his own pace with the teacher as a coach, it's possible to have a class of 20 children, for example, all studying algebra but each doing something different.

When a student finishes a course requirement for the year he's free to take the rest of the time off in that particular subject or to go on to a more advanced level. Meg Van Doren, for example, finished all the requirements for her first year French class in April so she just went on to second year French.

Essentially the curriculum at Hoffman-Boston is the same as that at other junior high schools in Arlington, but in addition to the regular courses, a variety of six week long "minicourses" are offered throughout the year. These have ranged from courses in dance to a study of death.

The death course, put together by two Hoffman-Boston teachers, Chelle Glassman and Bobbi Schildt, included such readings as William Faulkner's A Rose for Emily and Jessica Mitford's The American Way of Death, also included visits to funeral homes and cemeteries and at the end, an exercise in which students wrote their own obituaries.

In a discussion group near the end of the course many of the students concluded that sympathy cards often serve as a way for people to avoid dealing with their feelings about death. Then many of the students started talking about how they themselves felt about death.

"I have lots of weird feelings about what's going to happen when I die," said one youth. "Like if I give my eyes to science. Then maybe I won't be able to see if I get to heaven."

president Catharine Barrett (taken from the Saturday Review of Education, March 1973, p. 34):

> Let us move toward a new point of view in education, which takes as the norm the child-as-learner-in-the-environment. Rather than keeping the children sequestered in their classroom except when we can adduce a defensible reason for taking them on a field trip, we should move toward a viewpoint that considers the pupils' involvement in their environment as the natural locus of education. This viewpoint would demand specific justification for the unusual and extraordinary procedure of confining pupils for some periods in the relatively sparce, unexciting, unnatural classroom situation.
>
> The profession seems ready to pick up the challenge of conceiving and conducting education in a context that transcends the classroom, the school, and the formal education system. NEA President Catharine Barrett has written recently that professional educators must give top priority to creating a future in which "we will help all of our people understand that school is a concept and not a place. We will not confuse 'schooling' with 'education.' The school will be the community; the community, the school."

The Briefing Memo reports that 256,905 high school diplomas, or ten percent of the 1973 total, were granted on the basis of the GED (General Education Development) test. The facts are that a total of 440,216 such examinations were administered in 1973 and that thirty-one percent of the candidates who took it failed to meet state requirements for issuance of an equivalency diploma. A more detailed statistical report on the testing is available without charge from the GED Testing Service, American Council on Education, One Dupont Circle, Washington, D. C. 20036.

The GED test alternative to a high school diploma represents a mode of alternatives for the transition between high school and college. There are several reasons why leaders of the united teaching profession have an interest in the present range of alternatives beyond the K-12 school system:

1. Some of these developments are already having an influence in secondary schools where a growing number of dropouts are given alternatives to a high school diploma and gaining college admission via a number of nontraditional routes. Without making value judgments about this trend, or about the quality of high schools, we present it here simply as a trend to be monitored by the profession.

2. As the united teaching profession includes increasing numbers of higher education teaching personnel, alternative roles for these teachers will be a growing concern.

3. To the degree that in-service education programs for K-12 teachers are dependent on colleges and universities, changes and alternatives in higher education will be of interest to these teachers.

"Dropout Wins Degree," proclaims a recent news report from Schenectady, New York, about a tenth-grade dropout (in 1936) who has just earned the first master's degree from the University Without Walls (UWW). This story, like a number of similar reports recently, gives details of college credit for life experience, a bachelor's degree in one year, and subsequent graduate work in a flexible program "that enables persons beyond college age to work for a degree on a full or part-time basis through individually tailored studies."

This spring 170 persons graduated from the (New York) Empire State College, a school that calls itself "the college without walls," and that permits students to attend any class at a state institution in their area. This alternative project in higher education, with an annual budget of $4.3 million, has just finished its first four years.

On the third page of the Briefing Memo, a recommendation is quoted from the report of the National Commission on the Reform of Secondary Education urging that laws requiring compulsory education beyond the age of fourteen be abolished. The final report of the

Commission (The Reform of Secondary Education, McGraw-Hill, 1973) includes a number of reservations and dissenting opinions about the report by members of the Commission. Among these reservations is a particularly cogent statement about compulsory attendance by John A. Stanavage, executive secretary of the Commission on Secondary Schools, North Central Association of Colleges and Secondary Schools:

> Only most reluctantly would I accept this recommendation to lower the compulsory schooling age to fourteen, and then only with certain precautions that are not stated explicitly in this report. That the compulsory aspects of school attendance and other school regulations are incompatible with a meaningful adolescence for many of our young people is not to be denied. Attempting to keep these young people within the confines of the school and apart from adult society has proved to be counterproductive. Thus reducing the school leaving age to fourteen might be therapeutic.
>
> However, unless concern is taken to provide those early school-leavers with alternative forms of education and appropriate counseling once having left school, all we shall be doing is to doom them to economic and educational inferiority. Low-order work in our culture is not stimulating, not educative in itself. Untrained youth fares ill on the job market today. Simply adding to that pool will exacerbate rather than ameliorate the situation.
>
> Certainly our young people should have the option to seek their education either within schools or out in life itself. But our task as educators--and the responsibility of the larger society--is to see that the young person continues to grow in understandings, skills, and knowledge, so that he does not foreclose his own future. (pp. 180-81)

Established with a $200,000 grant from the Charles F. Kettering Foundation, the Commission has made thirty-two recommendations in its final report -- including several that would encourage alternative schools. For example, the Commission observes that schools are already moving away from the Carnegie Unit and beginning to grant credit on the basis of competence, demonstrated experience, and other kinds of assessments. The Commission, therefore, recom-

mends that such practices be expanded and that "the Carnegie Unit become merely one of the alternative ways of granting credit."

On the matter of moving from high school to college, the Commission suggests that both levels work together to develop alternatives to the grade point average and rank in class for assessing the quality of precollege educational experience. The Commission recommends that "high schools should stop calculating student rank in class for any purpose."

The Commission Report has stirred some controversy and raised some important issues. It has been faulted by some critics, and some members of the Commission, for its negative assumptions about the present state of secondary education. In his general dissent, Stanavage comments as follows:

> I object to the tone of the report which intimates that the standard high school has failed completely its educational and social mission. This is a serious misreading of the actual situation. Moreover, it is a mindless return to the tired rhetoric of the past decade when any pied-piper critic could muster a quick audience by hurling gratuitous and unfounded charges against the schools.
>
> The schools of America are far from perfect; they fall short of their own aspirations. But they have served and are serving American society well. It is not any floridly alleged failure of our schools that now makes their own reform imperative, but rather strong revolutionary forces in both our schools and our society that make purposeful change the order of the day.
>
> It is my impression that the Commission was in the main affirmative in its assessment of the American secondary school today and sought to discern those new directions it should pursue. Unfortunately, the report does not reflect that positive attitude.

The Briefing Memo ends with some questions for local teacher associations. Obviously the answers will vary depending on many local conditions, and the degree to which alternative schools already exist in a particular community. Usually local school sys-

tems are an unlikely place to implement ideas from the more radical and revolutionary elements of the community. It should be kept in mind, however, that the present alternative school movement has its roots (some of them, at least) in the sometimes radical free school phenomenon of the late 1960's when some revolutionaries saw the schools in much the same way as earlier revolutionaries viewed factories -- a good place for revolutionary activity where large numbers of a powerless proletariat were concentrated in relative isolation from the larger society. To the degree that schools retail knowledge and preserve a middle-class status quo, this assumption has some validity for those within the united teaching profession who would use the schools and the profession as vehicles to bring about social, political, and economic change in a democratic society.

Herbert Kohl, a gifted teacher and writer -- and a seasoned veteran of the earlier radical school movement -- has just published his reflections on some of these questions (Half the House, Dutton, 1974). He talks about his early experience in a Berkeley free school and the problems faced by the teachers in this very alternative situation:

> . . . We were free to cooperate with one another, work together, deal directly with our disagreements, share our successes and failures. We also knew that we wanted to work together, be open and honest and trusting. We thought that if any trouble developed it would be because the kids weren't ready for openness. We were wrong. Many of the kids were ready; it was the adults who didn't know how to be trusting or cooperative with one another. Our first year was hell. We became sneaky, bitchy, gossipy, competitive, self-righteous, blind in every way. We had all been schooled in the U.S.A. and had learned our lessons well. We could talk about alternative life styles but essentially we didn't know how to be any different from our parents and teachers.

Again, it should be emphasized that alternatives (in education) are not for everyone in the teaching profession. On the other hand, it appears that there is sufficient pluralism within the profession to accommodate those members who are interested in such abrupt departures from more traditional approaches to education. The Shanti School (see pp. 69 ff.), a well-known alternative institution within the Hartford, Connecticut, system, describes something about the kinds of teachers needed in this particular school and the procedures used to select them:

> Staff members must possess a wide variety of skills. They are experienced teachers, well grounded in two or more subject areas. They have experience dealing with business, with the community. They should be student-centered, warm and energetic. They should possess group dynamic skills. The program calls for hours of extra work and devotion.
>
> Selection of staff is by consensus of the following groups: students, parents, Shanti School Board, administrators and existing staff. Available positions will be nationally advertised. Applicants will be pre-screened by a committee representing the above groups, and finalists will be interviewed by all of the above groups. Final decision will be by consensus. The director shall then recommend candidates to the Shanti School Board and to the board of the Capitol Region Education Council.

The director of this school reports high staff satisfaction reflected by the fact that there is a small amount of "teacher turnover" and that there are about two hundred applications (from certified teachers employed in the community school) for each opening on the Shanti staff. Teachers in such schools, however, report that the work is much more exhausting than any other kind of teaching they have experienced. For this reason, many such alternative schools make provisions that enable their teachers to have some kind of a less demanding teaching respite every few years. This kind of alternative teaching not only requires longer hours and a

less regular schedule, it is also reported to be more demanding emotionally because of a more personal involvement with alternative students.

Alternatives or not, radical or traditional, in or out of the system -- the role of the certified, professional teacher remains the one essential ingredient. Obvious enough to the teaching profession, this essential truism is made more visible by the movement toward alternative schools. This point was made recently (July 29, 1974) by the Christian Science Monitor in a series of stories on alternative schools: "It is often said that a school is no better than its teachers. That is particularly applicable to alternative schools, for in a school with no classes, grades, or master schedule, the teachers provide the structure of learning."

In the special issue of Phi Delta Kappan on alternative schools (March 1973), associate editor Donald W. Robinson makes this point again in his introductory editorial:

> While the alternative movement may provide incentives for improvement in some school districts, it has not yet invented the formula for effective learning and teaching. That answer, to the degree that it exists, lies in the quality of the individual teacher, and especially in his ability to inspire individual students, his respect for unique personalities, and his competence in individualizing instruction. This kind of teacher, though he may be happier and perhaps more effective in one school than in another, can teach in almost any school. The differences of school structure and organization, of course offerings and scheduling, seem still not to be nearly as important as the quality of the teacher. So, if there is any single most valuable alternative, it may be to allow the student some option in the selection of his teacher. (p. 443)

The growing range of actual alternatives for students within and beyond the school system has obvious implications for teaching as a profession. This final point in the Briefing Memo is related to recent efforts of the NEA's Council on Instruction and Profes-

sional Development (IPD) to define a teacher in terms of the unique things that are done by a certified, professional teacher. As alternatives to formal schooling are developed, it is essential that, in the process, the central contribution of the professional teacher is not diminished. At such a time, it is equally important that a definition of a teacher be agreed upon by the united profession and given legal sanction. Reprinted here is the present working draft of such a definition, as prepared by the IPD Council. Your comments and suggestions on this draft will be most welcome by members of the Council (see inside back cover for members' names and addresses).

Definition of a Teacher

A professional teacher is a person who has completed a state-approved and appropriately accredited preparation program and, where required, is legally licensed and thereby authorized, either in or out of a formal institutional setting, to:

1. Establish learning objectives in collaboration with other professionals and both students and parents on a continuing basis.
2. Diagnose individual learning needs of students, and develop with individuals programs to meet their needs.
3. Prescribe, execute, and supervise appropriate activities for learning.
4. Design and/or select relevant learning materials and resources.
5. Control and create essential features of the learning environment, including the supervision of teaching support personnel, such as paraprofessionals and aides.
6. Evaluate learning outcomes and activities with students and parents.
7. Correct discrepancies and redesign programs as required to meet newly identified needs.

8. Assess own professional growth needs and plan programs for self-improvement.

9. Assist in establishing and enforcing standards of the profession for entrance and continuation in practice.

Rationale

There is much confusion between the concepts of instruction and teaching. The act of formal instruction should be under the direction of a qualified teacher. Obviously, students instruct each other and are instructed by parents, teachers, television, etc. However, the function of a teacher reaches far beyond diverse instructional acts and should be clearly delineated for clients and the public.

Furthermore, a clear definition will afford teachers legal recourse in cases where they are deprived of their established rights of control over the conditions required for appropriate practice.

A legal definition of teacher will also establish a clear demarcation between and among those persons engaged in the educational enterprise.

IPD Council

PART III

COMPULSORY EDUCATION

Reproduced on the following pages are excerpts from the 1972 Report of the Task Force on Compulsory Education. Appointed in January 1972, this NEA Task Force was made up of an equal number of students and teachers. Copies of the complete 14-page report are available at 65 cents each (stock number 0-8106-1312-3 00) from NEA, Academic Building, Saw Mill Road, West Haven, Conn. 06516.

Report of the Task Force on Compulsory Education begins as follows:

CONCLUSIONS

The evidence of witnesses and published reports led the Task Force to conclude that compulsory education is not a matter for decision at this time. Education is compulsory for everyone in American society today.

Decisions can be made, however, about compulsory attendance—that is, about whether to require people of certain ages to spend certain amounts of time in places (institutions) where they are expected to learn. Decisions can be made about whether compulsory attendance means that people should spend 6 hours a day, 30 hours a week, 36 weeks a year, in a building called a school—that is how it is interpreted in the majority of situations. Decisions can be made about whether it is better to measure the time a person has spent in the educational process or what he has learned—learning in the broad sense including knowledges, skills, attitudes, and behaviors.

A person can learn in a broad variety of arrangements of time and space. But the need for every person in our society to learn certain things—the fact that education is compulsory—cannot be questioned or altered. The American educational system has a responsibility to make sure each citizen knows and can do things that are absolutely essential for him.

The content of the education people need from the public educational institution varies according to their economic status and their plans for their lives. Some want to be able to begin a career when they finish public high school or community college. Some want a solid background from which to proceed to professional or preprofessional training in college. Some have the economic freedom to keep their options open, exploring different kinds of knowledge, reserving purely vocational decisions until after high school or even college.

Different people need education of different forms as well as different content. They learn best in different ways, within different structures of the educational institution.

Everyone, however, needs the guarantee that the school will offer him the kind of education he needs to carry out his plans. Everyone needs to know that when he leaves the school system he will be competent to survive, to look forward to a life free of the fear of hunger and cold. He must be enabled to earn or win the economic freedom to make some choices about his life if he was born without that freedom.

Everyone also needs respect for himself, his ideas, his opinions, his feelings. One way for the school staff to show that respect is to accord students more and more responsibility in making decisions about the school and about their own education as they grow older. Although the form and content of education must vary, the attitude of the staff towards the student must be unswerving human respect.

The Task Force concludes, therefore, that it is compulsory—to the welfare of the nation and its people—that every student have actual access to a variety of structures and curriculums, planned by educators and students. We conclude further that age must be no barrier to entering and reentering the educational system.

The keys to our conclusions, then, are these:

> There is no question but that all Americans require education; but as society's needs have come to change so rapidly there has also come the need for a much wider variety of alternatives for securing the required education; and many of these alternatives will need to be pursued in ways other than those by which most schools presently operate and are organized.

RECOMMENDATIONS

To provide for the variety called for above and to alleviate the conditions which led to these conclusions (conditions which will be described in some detail in subsequent sections) will require the most creative approaches to alternatives:

1. It will require vast new programs in the schools.
2. It will require major revision of present school curriculum.
3. It will require greatly altered teaching methods for many educational purposes.
4. It will require sharing with students decisions about these programs, curricula, and teaching methods.

5. It will require more and different types of school personnel to provide more individualization and personalization of the educational offering.

6. It will require major reorganization of the institution called school.

7. It will require that the concept of school include business, industry, social agencies, and the community at large.

8. It will require reorganization of the bases of financial support for education—local, state, and federal.

9. It will require massive increases in funds for education.

Contributions to these approaches can be made at all three levels of the United Teaching Profession: local, state, and national.

In the paragraphs that follow, the Task Force makes recommendations to the United Teaching Profession's three main divisions: the National Education Association, state education associations, and local education associations. Obviously, the charges are overlapping and some assigned to one division apply in some degree to one or both of the others. But it is our belief that if associations will turn their attention to at least those under the heading of their division, substantial progress can be made.

The National Education Association

:: Establish a Task Force to cooperate with the Council on Human Relations and the Council on Instruction and Professional Development in making available information on ways to provide education suitable for all students; including, but not limited to, the following alternatives:

How to establish structures for planning and operation of educational alternatives composed of teachers, students, administrators, and community people—including parents and out-of-school young people.

Alternative formats—students going outside the school for vocational education, community education, and academic education.

Things teachers and students can do without changing the formal structure of the school.

Student rights and responsibilities and ways to secure and maintain them.

Alternative schedules for education—ease of voluntary exit from and re-entrance to the educational process.

Securing representative local community participation in school governance and operation—on school boards and on school administrative and counseling staffs.

This information should be made available not only through communications media, but through institutes and seminars for association members and specific assistance to state and local association staffs.

:: Establish a staff committee to coordinate the implementation of NEA recommendations on alternative education.

:: Establish a clearinghouse for people working for change in schools to exchange ideas and support.

:: Encourage and assist local and state education associations to adopt policies and establish programs that translate this information into action.

:: Set up regional model schools as part of NEA's proposed teacher centers which provide students a wide variety of alternatives and also give students the responsibility for sharing substantive decisions about the form and content of their education.

:: Establish a coalition of national educational, civil rights, and minority organizations to bring about a broad level of response to expulsions, suspensions, tracking, involuntary transfer to special schools, and other forms of deprivation of educational opportunity.

:: Work to restrict the use of devices such as standardized tests that limit children's opportunities for learning experiences.
:: Take legal action to ensure the rights of all students to free public education in face of denial.
:: Provide legal aid to students who have been deprived of the education that is their right.
:: Give priority to securing establishment in every state of a teacher licensure and standards board on which teachers have a majority of representatives and which has a large degree of autonomy.
:: Encourage Student NEA to intensify its programs by which students influence the teacher education curriculum.

The State Education Associations

:: Examine their compulsory attendance laws and propose or support amendments necessary to give individual schools and systems the option to develop programs that provide alternatives to all students' spending specific hours, days, and weeks in school buildings; such amendments to include any necessary alterations in Average Daily Attendance or Average Daily Membership formulas for the allocation of funds.
:: Develop and support legislation and policies to establish ease of voluntary exit from and re-entrance to the educational process.
:: Press for establishment of area or regional schools that provide programs local districts can't offer.
:: Provide clearinghouses where people working for change in schools can exchange information and support. Feed the results into the national clearinghouse.
:: Adopt policies and establish programs that translate into action the available appropriate information about ways to provide education suitable for all students.
:: Provide legal aid to students who have been deprived of the education that is their right.
:: Work to restrict use of devices such as standardized tests that limit children's opportunities for learning experiences.

The Local Education Associations

:: Adopt policies and establish programs that translate into action ways to provide alternate education models suitable for all students.
:: Work to secure representative minority participation in school governance and operation—on the school board and on school administrative and counseling staffs.
:: Work for establishment of a staff-community-student commission to establish objectives for the educational process and evaluate programs designed to achieve those objectives.
:: Work to restrict the use of devices such as standardized tests that limit children's opportunities for learning experiences.
:: Utilize the resources of local FTA chapters to initiate establishment of councils on structure and curriculum, composed of teachers, counselors, students, administrators, and people from the community, to study alternative forms of school organization, draw up plans suitable to their school community, and move to put those plans into effect. We recommend that such initiation itself take the form most suitable to the community, whether negotiation, formation of coalitions, presentation of proposals, recruitment of outside resources, or a combination of these.
:: Training for students as student advocates, crisis intervenors, and counselors.
:: Support teams of teachers to develop one another's strengths.
:: Support teams of students to develop one another's strengths.
:: Teams of teachers responsible for educating specific groups of students.
:: Community people or groups of people (e.g., teams from business or industry) to provide students life-like experiences of a variety of types.
:: Realistic division of community agencies' responsibilities to young people (who does what best?).
:: Caucuses of students from different cultures to plan programs for themselves and interact on equal terms, exchanging ideas.
:: Cooperation with local employers to provide vocational training for actual jobs.
:: Combination of vocational and basic skill education.
:: Students working part-time on programs of community agencies or community action groups.
:: Regular opportunities for students and community people to teach the school staff about the students and community.
:: Magnet schools with different specialities in different parts of the district.

:: Work-study programs paying at least the minimum wage.
:: Introduction of modular scheduling as a tactic to accustom people to students' moving around freely.
:: Academic classes taught on-site at appropriate local facilities (e.g., museums).
:: Instruction through home radio and TV receivers with assignments, conferences, laboratories, and seminars to bring students and teachers together.
:: Students designing individual learning projects to carry out in the school or community.
:: Students teaching one another.
:: Teaching or explaining a subject to a younger student as a substitute for testing.
:: Flexible school day, school week, school year.
:: Establishment of easy voluntary exit from and entrance and re-entrance to the educational process.
:: Re-examination and any necessary redefinition of roles in the school community.
:: Study of school rules by representatives of all parts of the school community, followed by any necessary changes.
:: Accept education students for field study only on condition that the college or university demonstrate willingness to improve its curriculum.
:: Form a joint committee with students and members of the community to evaluate the results of all school programs, new or old, and discuss the goals of education.

In the remainder of this report, the Task Force explores two major challenges to compulsory attendance and some ways of interpreting attendance requirements. It then examines the responsibility of the American public educational institution to provide free public education to the individual citizen, and presents some ways this is presently denied—through dropout, suspension, and expulsion; through determining children's futures on the basis of their parentage; and finally through threats to the survival of the entire public school system. The report concludes with a delineation of some financial arrangements that bear on compulsory attendance and on the provision of free public education.

COMPULSORY ATTENDANCE: THE PUBLIC INTEREST IN UNIVERSAL EDUCATION

Legislators have long recognized the importance to the nation that all the citizens be educated; in fact, founders of the country, such as Thomas Jefferson, expressed the need for an educated citizenry:

> If a nation expects to be ignorant and free in a state of civilization it expects what never was and never will be. There is no safe deposit (for the functions of government) but with the people themselves; nor can they be safe with them without information.

One way the lawmakers tried to secure education for everyone was by passing compulsory attendance laws requiring every person within a certain age range to attend school for a certain number of days each year. Several states repealed their laws for a time after the Supreme Court in 1954 declared the operation of dual school systems for Black and white children to be unconstitutional. Every state except Mississippi now has such a law. Most such laws require children to attend school from the age of 7 until they are 16, although some require entry as early as 6 or as late as 8 and some do not allow termination until 17 or 18.

But challenges to such legislation have recently appeared in both court cases and in the thinking of scholars and educators. The following two sections explore two such major challenges.

COMPULSORY ATTENDANCE VS. EDUCATION OUTSIDE THE SCHOOLS

Aspects of the requirement that education take place within a school setting have been questioned in at least one recent court case, that of Wisconsin v. Yoder.[1] The case concerns the right of the Amish to take their children out of school after the eighth grade. Their objection to further schooling is religious, in that they believe that it will endanger the salvation of their children; it therefore rests on the First Amendment protection of religious freedom. The religious basis seems to make the case inapplicable to schools and students in general. The Supreme Court in fact specified that "a way of life, however virtuous

and admirable, may not be interposed as a barrier to reasonable state regulation of education if it is based on purely secular considerations." However, some of the Amish objections to the high school, as opposed to other forms of education, are shared by other groups: "The high school tends to emphasize intellectual and scientific accomplishments, self-distinction, competitiveness, worldly success, and social life with other students. Amish society emphasizes informal learning-through-doing, a life of 'goodness,' rather than a life of intellect, wisdom, rather than technical knowledge, community welfare rather than competition, and separation, rather than integration with contemporary worldly society." The state based its contention that the Amish should attend school until they are 16 years old on the fact that "some degree of education is necessary to prepare citizens to participate effectively and intelligently in our open political system if we are to preserve freedom and independence. Further, education prepares individuals to be self-reliant and self-sufficient participants in society." But both sides at trial agreed that "the value of all education must be assessed in terms of its capacity to prepare the child for life." The Amish in fact provide their children with the education that is compulsory for survival, although they do not operate schools. "Not only do the Amish accept the necessity for formal schooling through the eighth grade level, but continue to provide what has been characterized by the undisputed testimony of expert educators as an 'ideal' vocational education for their children in the adolescent years." The Court recognized "strong evidence that they are capable of fulfilling the social and political responsibilities of citizenship without compelled attendance beyond the eighth grade." The Court ascertained to its satisfaction that the children are not overworked and that their work is not injurious to their health. The Amish position is, furthermore, economically defensible: "Employment of Amish children on the family farm does not present the undesirable economic aspects of eliminating jobs which might otherwise be held by adults." In short, Amish children learn basic skills in the first eight years of public school; the education their community provides them after that, without schools, fulfills the purposes of the state in requiring school attendance, because it prepares them for life in their community. This, along with the religious basis of the Amish objection to secondary school, provided what the Court considered sufficient grounds to support the Amish position.

DESCHOOLING AMERICA, COMPULSORY ATTENDANCE, AND COMPULSORY EDUCATION

The Task Force also heard some discussion of the possibility of simply repealing compulsory attendance laws. Several witnesses expressed the opinion that the schools are dehumanizing and that compulsory attendance laws should be repealed in order to free children to develop themselves in more liberating environments. One said that teachers would be more free if they only taught people who were in class because they wanted to be there. "Compulsory attendance in a specified class, with a specified teacher—with no choice—is the worst part," one educator told the Task Force.

The Task Force also studied the works of Ivan Illich, who advocates abolishing the school altogether. Unlike the Amish, he does not support provision of eight years of schooling; also unlike the Amish, he wishes to end schooling for everyone, not just those who share his convictions.

Illich contends that the schools make knowledge a commodity for private ownership and an object for competition, and that they thus perpetuate economic injustice:

> An egalitarian economy cannot exist in a society in which the right to produce is conferred by the schools.... Neither the political nor the professional structure of our societies, East and West, could withstand the elimination of the power to keep entire classes of people from facts that could serve them.

He requires that we "distinguish education from schooling, which means separating the humanistic intent of the teacher from the impact of the invariant structure of the school."[2]

The Task Force asked witnesses throughout the country what they thought would result from abolishing compulsory attendance laws. In general, students, educators, and community people alike agreed that such laws would not be necessary if students thought schools provided the education they need. They also agreed that repeal alone, without previous thorough reform of the schools, would cause an initial mass exodus from the schools. The only disagreement in the testimony concerned the result of such an exodus. Some felt that it would stimulate the schools to revitalize their programs in order to attract the students

back; some of these and some others felt that young people would have an opportunity to design their own educational programs independently, in groups, or in connection with some organization or institution not necessarily a school. Some said it would give young people a chance to go to work and help their families.

Other witnesses said this idea was unrealistic: "I don't see how we can expect any kid to get a job without a high school diploma," said a teacher who had trouble getting firms to take in part-time students even as trainees paid by public money. Most Black and Chicano witnesses said that because of compulsory attendance laws, children from their communities receive more education than they would otherwise. They felt that this education is, nevertheless, inadequate for those who pursue it; many miss it altogether, regardless of legislation.

Some consequences of repeal can be seen in New Mexico, where compulsory attendance has been not abolished, but shortened. A new law permits young people to learn a vocation, secure a General Educational Development certificate, or enter some other educational program, instead of finishing high school. This plan appears to safeguard the provision of some education for every young person. The Task Force heard, however, that the law is interpreted to permit sending American Indian children to herd sheep as an alternate to finishing high school. Such "vocational education" differs from that provided Amish young people by their community in several respects. The Indian young people are likely to be encouraged to leave the school, according to one administrator. And many schools are so unsuitable to the needs of Indian students that they take the first chance to escape, regardless of whether it promises anything better. Finally, the vocational education involved is not designed to prepare young people to prosper; it is preparation for exclusion, rather than for freely chosen seclusion, as in the case of the Amish.

Mississippi, which has no compulsory attendance law, illustrates the effects of repeal more completely. The Department of Health, Education, and Welfare annually collects figures from each superintendent on the number of school age children in his district who do not attend school. Figures for October 1971, adjusted for districts not reporting, are—whites, 7,912; Blacks, 16,664; Spanish extraction or American Indian, 150; and race not specified, 3,721. Mississippi Governor Paul B. Johnson, citing a study of the status of education, concluded:

> Our children are not receiving as effective an education as they need, if they are to compete successfully in a world where they are going to have to make a living; and our economic development goals cannot be achieved unless we greatly strengthen our total educational system.[3]

The absence of a compulsory attendance law, in this instance, at least, appears to be harmful to the state and to its children in general; the statistics show that it is particularly harmful to Black children. The Mississippi Teachers Association, with support from the state's executive branch, is currently trying to get compulsory attendance legislation enacted.

MAKING ATTENDANCE REQUIREMENTS SERVE EDUCATION

Used as subordinate to learning requirements, attendance requirements can be positive. The Task Force learned of several such uses in alternative schools. A staff member in a school for dropouts stated that his school does not have a specific attendance requirement but instead specifies standards of performance in a given period of time; this, he said, has the effect of bringing the students to school much of the time. Other such schools the Task Force visited do require specific amounts of attendance: "You can't learn if you're not there," explained a staff member. "Too much permissiveness is irresponsible; it wastes kids' adolescence," said the head of a public alternative school. "We have two rules here: 'Come to school' and 'Stay off drugs.'" Another alternative school prorates the amount of participation in each course—students can get partial credit for accomplishing half or a fourth of a course.

At this point we omit several pages from the Task Force report.

ALTERNATIVE SCHOOLS: A QUESTION OF CONTROL

Recently, school systems have begun to establish alternative schools within the public system for students who find the structure and content of the regular schools highly objectionable—or whom the schools find objectionable. Such alternatives hold great promise that the public schools can provide solutions to many of the problems posed by the responsibilities of the educational system. But these can also present great dangers unless they are carefully planned, developed, and operated.

Jonathan Kozol describes the relevance to the oppressed of a kind of education frequently offered outside the regular public schools, in which

> competence (is) admitted only in those areas of basic handiwork and back-to-nature skill in which there is no serious competition from the outside world inasmuch as there is neither function, use, nor application in the social interlock in which we are obliged to live.... In the face of many intelligent and respected statements...on the subject of "spontaneous" and "ecstatic" education, it is simple truth that you do not learn calculus, biochemistry, physics, Latin grammar, mathematical logic, constitutional law, brain surgery or hydraulic engineering in the same spontaneous and organic fashion that you learn to walk and talk and breathe and make love. Hours and seasons, months and years of long, involved and—let us be quite honest—sometimes non-utopian labor in the acquisition of a single unit of complex and intricate attainment go into the expertise that makes for power in this nation. The poor and black, the beaten and despised, cannot survive the technological nightmare of the next ten years if they do not have this kind of expertise in their own ranks.[18]

An educator in a public school system that operates an alternative high school testified that—

> Minority people tend to view alternatives as a white copout, leaving regular schools to minority children. They consider the open classroom a way of not showing concern for the kids. Blacks suspect that alternatives won't prepare them to compete successfully. They want standardized tests so they can see how they will be judged. The Black kids got their own alternative school because they wanted more discipline, more structure, more academic learning.

Neil Postman points out that:

> Illich is certain that the present schooling process conspires against the poor and the disenfranchised. He virtually assures us (and them) that in a deschooled society such inequities as presently exist will disappear. But this is not how the poor see it—at least, not those I have sopken with. Ask them if they want to do away with schools; if they want, instead, a network of peers, and skill models, and educational resources; if the institution of school has lost all its legitimacy. They will tell you that what they want is better schools and better teachers, and control over both.[19]

Black people and other groups who have been excluded from authority want to make the decisions about the education of their communities. They don't want to be abandoned in regular schools, nor shunted into alternative schools, in which they cannot specify what kind of education will be provided. They do, according to testimony received, want to choose the kind of school and the kind of education their children will be provided. They want the power to make sure it is the education that is compulsory.

POSTSCRIPT

The Task Force believes that all Americans require education.

There are many avenues, some yet unexplored, to achieving such required education. Some promising ideas appear in the recommendations at the beginning of this report. And the Task Force is confident that the great mass of dedicated teachers and other staff members in American schools will continue to work toward their implementation.

But the adverse conditions identified in the preceding sections indicate that good ideas, no matter how promising, will be much less than fully implemented until a number of conditions are changed. It therefore behooves the public as well as the profession to assess again their priorities, attitudes, and allocation of resources so that those things which are desirable and possible soon become operable.

Footnotes

[1]Wisconsin v. Yoder, 40 LW 4476. No. 70-110, May 16, 1972.
[2]Illich, Ivan. "The Alternative to Schooling." Saturday Review, June 19, 1971. pp. 60, 48, 45.
[3]Mississippi Teachers Association. "Resident School Age Children Not Enrolled in School."
[4]Meyer v. Nebraska, 262 U.S. 390,399.
[5]Brown v. Board of Education, 74 S.Ct., 686,691.
[6]Ordway v. Hargraves, D.C. Mass, Civil Action No. 71-540-C (March 11, 1971).
[7]Serrano v. Priest, L.A. 29820.
[8]Stricklin v. Board of Regents of University of Wisconsin, 297 F.Supp. 416,422.
[9]Madera v. Board of Education of New York, 386 F. 2nd 778, 784 (C.A. 2. 1967).
[10]Soglin v. Kauffman, 295 F.Supp. 978, 988.
[11]Sullivan v. Houston Independent School District, 307 F.Supp. 1328,1344.
[12]French v. Bashful, 303 F.Supp. 1333,1337 (1969).
[13]Report of the New York State Commission on the Quality, Cost, and Financing of Elementary and Secondary Education, 1972. p. 1.41.
[14]Guskin, Alan E., and others. High Schools in Crisis: A Study of the Organizational Crises in New York State High Schools. Ann Arbor: Community Resources Limited, 1971. p. 8.
[15]Hobson v. Hansen, 269 F.Supp. 401 (1967).
[16]Harvey, David L., and Heiny, Robert W. "The Teacher as Social Critic." Peabody Review of Education, January 1972, p. 111.
[17]Thomas, Arthur E. "Can They Do These Things to Us?" (Special RAP section.) Dayton: Center for the Study of Student Citizenship, Rights and Responsibilities, n.d.
[18]Kozol, Jonathan. Free Schools. Boston: Houghton Mifflin Co., 1972. pp. 59, 60.
[19]Postman, Neil. "My Ivan Illich Problem." Social Policy, January/February 1972. pp. 35-36.
[20]Yette, Samuel. The Choice. New York: E. P. Putnam & Sons, 1971. p. 205.
[21]Poinsett, Alex. "The Dixie Schools Charade." Ebony 26:147,148; August 1971.

PART IV

OTHER EDUCATIONAL ALTERNATIVES

In December 1969, the United States Office of Economic Opportunity (OEO) commissioned a study to identify ways of making education more responsive, accountable, and effective. In keeping with its original mandate, the OEO study was primarily concerned with equal educational opportunities for urban and rural poor as well as other disadvantaged minority groups. This study, prepared by the Center for the Study of Public Policy (CSPP), recommended that OEO field test the educational voucher concept -- a system under which each school-age child receives a "voucher" equal to the average amount of money spent per student in the school district. Students (more often their parents) would then use (cash in) the voucher to cover educational costs at the school of their choice. Rather than being centrally funded, participating schools would receive vouchers from enrollees and redeem them, in turn, for cash. Parents would be permitted to enroll their children in the participating school of their choice. Schools, therefore, would derive their income from enrollee vouchers.

Typically, K-12 students can receive publicly subsidized education only by attending public schools that are funded and managed by local governments. Under this system, parents who are concerned about the type and quality of instruction for their children have three options:

1. They can join other parents and citizen groups in urging changes in the schools which they consider desirable.

2. They can move to another neighborhood or school district in an effort to get what they want for their children.

3. They can pay for private schooling in either sectarian or other types of schools -- an alternative now used by about ten percent of the nation's families.

For many parents, of course, none of these options is a real alternative and so an educational voucher plan was proposed by the CSPP study as a vehicle for expanding the range of choice for these parents. Underlying this idea is the assumption that the free market theory applied to an educational system would produce beneficial results, including greater diversity of choice among educational alternatives, greater parental satisfaction with the educational process, and increased parental control over the education of their children.

Critics of the voucher system, including the NEA, seriously question the desirability of applying the free market theory to education. Their chief objections include:

- Voucher systems could promote more economic segregation within schools than is now the case. By requiring cash payments beyond the basic voucher, schools could become accessible only to parents of means and thus continue or increase the present level of socioeconomic segregation.

- Such a system would lead to the use of public funds to support church-affiliated schools, a clear violation of the federal Constitution.

- The free market in education would lead to false claims by unprofessional educators to mislead unsophisticated parents. Hucksterism in education might have some adverse effects.

- Parents -- low-income and otherwise -- often have neither the capacity nor the interest to make wise educational choices for their children.

- The administration of a voucher system would require the creation of a vast new federal, state, and local bureaucracy.

- With the introduction of competition, public schools in some communities could become the schools of last resort, with even less capacity for change than at present.

The NEA has, of course, been on record for several years now in opposition to the so-called voucher plans as being detrimental to public education. The California Teachers Association also went on record early in the game as being unequivocally opposed to spending public money on private and parochial vouchers because of the unconstitutionality and the drain of scarce public educational funds into nonpublic sectors. Despite this, in September 1972 the OEO entered into an educational voucher project with the Alum Rock Union School District which serves 15,000 students in the eastern portion of San Jose, California.

Since it began the "Alum Rock Voucher Experiment" has attracted much attention in educational circles. But in the process it has become little more than an experimental way of providing children and their parents instructional alternatives within a public school district. At best it is a gelded version of the original OEO-CSPP voucher plan since the voucher choices must be made within a public school district. Responsibility for federal funding has been transferred from OEO to the National Institute of Education within the U. S. Department of Health, Education, and Welfare.

Initially, the OEO plan for Alum Rock included nonpublic schools, but since the California legislature did not enact enabling legislation (which would most likely have been unconstitutional) it was necessary to modify the original voucher plan. Robert E. Stahl, instructional services executive with the California Teachers Association, reports that "the plain fact is that extra money was to be given to Alum Rock for an internal alternative program choice system to be run and developed by public school personnel. One of the important spin-offs was decentralization of program decision making to

the classroom teacher. Teacher organizations nationwide have been calling for increased teacher decision making in the classroom and at the school site level."

PART V

SOME ALTERNATIVE SCHOOLS

This section is reproduced, with permission, from the publication, Public Alternative Schools: A Look at the Options, by Penelope Walker, published by the National Alternative Schools Program (NASP) of the School of Education, University of Massachusetts (1973).

The NASP is sponsored by the Bureau of Educational Personnel Development, Office of Education, U. S. Department of Health, Education, and Welfare. Its central purpose is the establishment, maintenance, and improvement of public alternative schcols. Funded by USOE since 1971, NASP provides planning, training, and other technical assistance to school systems undertaking the establishment of alternative schools -- with emphasis on alternatives for minority communities. NASP does not make grants to local districts.

Some of the schools described here are the one alternative effort in their district, whereas others are part of a program to convert to alternative schools throughout the system. The models which follow indicate that public alternative schools are not confined to suburban or urban communities or to any age or income level.

Pasadena Alternative School

Pasadena California

An Alternative from K-12

In one summer parents, students, and staff put in over 1,000 hours of work to prepare a new program and a new site. They were getting ready for the opening of the Pasadena Alternative School which opened its doors to 100 children in September, 1972. The Pasadena Program had its beginnings in a **planning school** that had started the previous February and was jointly sponsored and staffed by the Pasadena Unified School District and the University of Massachusetts, School of Education. Forty-five students and their parents began to create a curriculum and a program that would be the framework for the alternative school.

Serving children ages 4 to 17, the Pasadena school was probably the first K-12 public alternative school in California. Now Los Angeles, San Jose, Modesto, Fresno, San Francisco, Berkeley, and others all operate multi-age alternative programs. All school-aged residents of Pasadena, Altadena, and Sierra Madre are eligible to apply for the school. Students were randomly selected from over 1,200 applicants, creating a balanced population ethnically and socio-economically reflective of Pasadena. The alternative school is 47% white, 37% black, 12% Mexican-American, and 4% Asian-American.

The Board of Education established the guideline that the alternative school would operate on a per pupil expenditure comparable to other schools in the district. It receives approximately $625 per pupil and has considerable autonomy in deciding how the money will be spent. About two-thirds is currently spent on personnel. Through its association with the National Alternative Schools Program at the University of Massachusetts, the alternative school also receives added staff, in-service training, and technical assistance in the development of the program.

The staff consists of a director; two certified teachers; three graduate teaching assistants and undergraduate interns from the University of Massachusetts, School of Education; student teachers from local colleges; and a number of parent and community volunteers. District and University consultants help throughout the year in the areas of curriculum and evaluation.

GOALS

A basic theme of the Pasadena Alternative School is "learning to learn." The goal is to provide students with a critical awareness of the learning process, a tolerance for ambiguity, a chance to make independent decisions about learning, and an opportunity to develop all aspects of their intellectual, social, and physical make-up so that they will be productive and happy citizens.

The aim of creating a more humane climate for learning has been furthered by the wide student age range and serious attention to teacher attitudes. Two major schooling traditions—authority determined by position power and the lack of consideration of affective development—have been challenged.

To demonstrate the viability of alternative educational environments the Pasadena school has experimented with a variety of student groupings (age, ethnicity, and abilities), staff responsibilities, and methods of instruction.

PROGRAM

Classes are of varying lengths, sizes, and structures depending on the subject matter. The curriculum emphasizes student responsibility for learning, a cooperative rather than a competitive environment, and individual attention. A flexible approach is

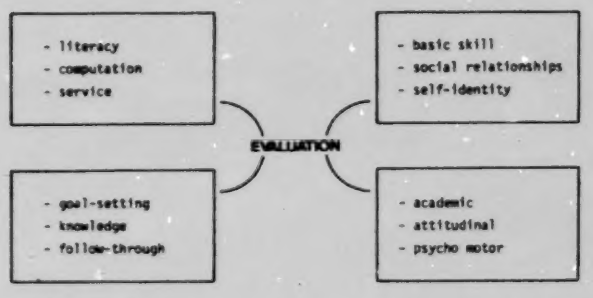
supported through the following elements of the program:

- —non-gradedness
- —individual pacing
- —integrated subject matter
- —varied community and school resources
- —lower staff-student ratio
- —students teaching other students
- —optional activities
- —student program planning
- —flexible scheduling and grouping patterns

Each week is scheduled to include times for skill development and counseling, independent work, town meeting, recreation and lunch, and learning activities in and outside of the building. Special events often intervene. Reading and math instruction is provided in a required two-hour block each morning by a team of teachers working with multi-age groups. After the two-hour block, students have a wide variety of offerings—some traditional, some unique—from which they can choose. Those choices are monitored by the staff member whom the student has chosen as his advisor. This past year inquiry and activities were organized around the themes of human development, tools for change, basic survival skills, our working world, access to cities, aesthetics, political literacy, ethnic studies, towards the third millenium, and worldmindedness and spaceship earth.

After every five weeks of instruction, the staff and students spend one week evaluating and redesigning their programs. The School and its organization are also reviewed at this time. Students must negotiate a learning plan for each five-week learning module and make provisions in that plan for a literacy component and a computational component.

Several dimensions of student progress are evaluated:



Student and program progress are assessed by parent questionnaires, recorded comments of visitors, standardized achievement tests, parent conferences, consultant observations, and a variety of teacher assessment efforts including informal student discussions and more formal student record-keeping and evaluation forms.

Community involvement continues to grow with the school. In addition to meeting every two weeks, parents participate in school governance, staff selection, curriculum planning, teaching, and resource development. The Alternative School houses a pre-school parent education program and a community recreation program. These programs are conducted in cooperation with community agencies.

The Pasadena School has been developing its model with an eye toward expansion. In September, 1973, its enrollment will increase to 300 students. Another program objective that is being addressed is the creation of a Center for Alternative Programs in Pasadena. The Alternative School has begun a "network" organization of public alternative schools in southern California that will act as a support group and a nucleus of innovation.

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St. Paul Open School

St. Paul, Minnesota

A New Environment for All Ages

A walk through the corridors of St. Paul Open School is bound to arouse interest and stimulate questions. You might see students of literally different generations actively involved in the art area on a silk-screening, jewelry-making or photography project; around the corner you might see the very intense concern of a ten year old for the six year old he is helping to read. You will be excited by the Open School's "smorgasbord" of activities just as its 500 students are. They were so excited about the school that they arrived early in droves to help convert its factory-drab decor into a brightly colored four-floor environment.

The St. Paul Open School is a research demonstration project of the St. Paul public school system. It opened in September, 1971, and has 500 students, ages 5 through 18, representative of the city's geographic areas and its citizens' socio-economic and ethnic backgrounds. The idea that continual research and experimentation are essential to the development of better educational systems is a basic premise of the St. Paul Open School. It hopes that its evolving design for quality education may make it a prototype school for the future.

The staff consists of seventeen certified teacher and sixteen teacher aides for 500 students. A principal directs the school, assisted by a program coordinator and two community resource specialists (local citizens) who coordinate volunteers, resources, information dissemination, and visitors.

GOALS

At the Open School they have not formulated a new theory of learning but they have grounded their design in substantial research and in concepts more recently championed by Dewey and Piaget. The whole environment of the school reflects the theory that learning occurs most naturally during periods of intense involvement, active doing, and as part of living. Learning results from experiencing: for example, reading an appreciated poem, attempting to explain feelings in speech or writing, playing an instrument, drawing, acting, planning, etc. Learning occurs most easily and thoroughly when personal motivation and interest are high. That is precisely why each child's program in the Open School is based on interest. Again, research and experience suggest that children learn in different ways and at different rates. In the Open School the timetable for learning is within the individual rather than artificially established by age. The school's task is to provide an environment that encourages a child to learn in new ways, to develop talents and interests, to continue learning, to be excited about new things, to be in awe and wonder of the unknown—in short, to be an enthusiastic lifelong learner.

PROGRAM

The main components of the design illustrate how the rationale and theory behind the Open School are implemented.

ROLE OF THE ADVISOR. Each student selects an advisor from the staff and meets weekly with him to write goals and devise a program. Periodic sessions are held with advisor, student, and parents. The advisor is the student's advocate, expeditor, and facilitator. The advisor acts as an "educational broker" by helping to arrange learning experiences in and out of the school that achieve the student's goals.

MAJOR RESOURCE AREAS. Each of the resource areas or "theaters of learning" provides a kaleidoscopic variety of learning experiences and the possibility of hundreds of projects to be pursued independently or with others. The music/-

drama/dance area provides vocal and instrumental music for individuals, ensembles, or large groups in opera, symphony, and jazz. Drama, formal or extemporaneous, enhances self-discipline, creativity and understanding of self and others. Each resource area contains a small library of books, magazines, and films. The student is encouraged to look things up, explore, delve into a topic, follow "how-to-do-it" materials and conduct research.

The major resource areas provide an incredible array of learning activities: upholstering, mastering trigonometry, organizing a political party, interning on a job or in a community agency, preparing a television script, electronic cooking, writing school publications, experimenting with the effects of light on plants, discussing Shakespeare . . .

INTEGRATED LEARNING. A key to the open environment is that the teachers seek to integrate learning from many areas into projects and activities. One project might involve skills in math, reading, physics, art, and cooperation. Such efforts aid concept development and the student's understanding of relationships.

CURRICULUM CHOICE. Students select courses and activities from the resource areas and then devise their own schedule. There are no required courses. The school's design exploits the child's tendency to concentrate on tasks of interest, tasks he assigns himself.

TEACHING STAFF. The teacher in an open environment or school is familiarly called a facilitator. He arranges learning experiences, suggests possibilities, clears obstacles. He is assisted by making use of resource people—parent volunteers, aides, people with special skills, and the students themselves.

The diversity and flexibility of the Open School's curriculum allow for many of the elements found in other alternative schools—planned learning experiences in the community (fieldtrips, internships), an emphasis on affective development as a way to produce responsible, lifelong learners; cross-age grouping; a policy of shared decision-making.

In striving to create a prototype for the future, the Open School is interested more in the type of people it graduates than in any classroom it might design. In addition to the three R's the St. Paul Open School seeks to instill other qualities important for living in a rapidly changing society: flexibility, openness, initiative, an appetite for lifelong learning, constructive human relationships, responsibility, and continually broadening perspectives.

The St. Paul Open School does not represent surface change or a superficial response to the demands for quality education. It is, instead, a venture that may provide many students and professionals with answers to the fundamental questions of what quality education really is.

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Wilson Campus School

Mankato, Minnesota

A Lab School Takes A New Direction

Prior to July, 1968, ringing bells, report cards, rigid requirements and regulations were the rule at the Wilson Campus School. Now, a granddaddy in alternative and open education, it has just finished its fifth year of operation as a "humane" school, a phrase Wilson Campus has itself made popular. Gaining its original impetus from the imaginative efforts of Donald Glines at Mankato State College, Wilson Campus thought through its role as a laboratory school and decided that it had to assume leadership responsibility in educational innovation. It converted to a completely open school/open campus approach and to programs individually designed for each student.

Wilson Campus is a public alternative school for 580 students pre-K through 12th grade. it is regional in that it enrolls students referred through area social agencies or juvenile courts but primarily its population represents a cross-section of the Mankato School District. Funding is provided by the state college system. Wilson spends approximately $750 per student for staff and educational supplies, a dollar figure very near the average expenditure for the public school in Minnesota.

Students design their own learning experiences in consultation with the adults in the areas they have selected to pursue. The open campus policy applies to all ages. Attendance is optional; there is no dress code.

GOALS

The Wilson student has the flexibility to design his own program of study and experience. Faculty members selected by the student serve as advisors and help to oversee the student's total program. It is the school's belief that in order to facilitate the growth of responsible, value choosing, self-directing adults, students need the experience of handling responsibility and freedom.

There are no formal requirements at Wilson Campus but there are areas of strong commitment. In viewing itself as a humane school Wilson offers opportunities important to the growth of the total human being. The creative arts, academic skills, and psycho-motor areas are all seen as interrelated and equally significant in the development of creative, self-fulfilled persons. Opportunities in social service projects enable students to become more responsible and socially concerned. A better understanding on the part of students of the critical issues society faces and a developing social consciousness are also overriding goals of the program. Wilson Campus holds the expectation that each student will take responsibility for defining, building and revising his program of study and that in conjunction with parents and teachers the student will continually review his efforts in fulfilling the goals he initiated. In order to facilitate this process of self-definition and self-criticism there is a strong advising system coupled with education review committees (that consider student progress) at the high school level.

PROGRAM

Students study in various centers of interest. There is an attempt to interrelate disciplines but students may study selectively in many areas or in-depth in a few. Much of the work is completed through one-to-one conferences, open lab, or independent study; some time is spent in small and large groups when desired. Students are off the campus in the community for many programs. There are no elementary, middle, and high school divisions—rather just one continuous educational park. Carpets and brightly painted walls enhance the environment.

A particularly interesting aspect of Wilson's program organization is its "team" structure. Staff members, diversified and differentiated in their expertise and responsibilities, make up teams that develop and monitor learning experiences in broad curricular areas. Five of these "teams" are described below:

EARLY CHILDHOOD TEAM. Team members provide learning experiences geared to the needs and interests of the young child (3 to 8). For example, a large group experience which is team-planned is called HAPPY HOUSE. Happy House meets daily and is an optional offering for 5, 6, and 7 year olds. Also "unit studies" integrate subject areas—Safety Education, World Citizenship, and Halloween. An individualized approach is used for the learning of reading and language arts skills and progress conferences are a regular part of the daily experience.

COMMUNICATIONS TEAM. The Communications Team is composed of teachers from the areas of business, English, math media, and Spanish. Its main charge is to be the "watchdog" of the skills area and to help other teams by setting guidelines in skills that would be useful to them. The business area concentrates on practical skills and work experience. English skills are taught in short interrelated periods. With math it is felt that each student should complete prescribed levels of materials at his own pace. The emphasis in the Spanish program is that of learning culture first, as culture motivates the learning of the language.

CRITICAL ISSUES TEAM. This team organizes two distinct phases of learning. The **first phase** is composed of mini-courses, independent studies, large and small group instruction, which are experienced at Wilson. Each quarter there are usually more than 100 different traditional and non-traditional studies. The **second phase** of learning is the Crucial Issues Experience which is held outside the Wilson Campus environment. It is expected that all Wilson students take this course before graduating. Goals of value clarification, improved communication skills, and social consciousness will be accomplished through student participation in human relations strategies, in simulations, and in community action projects. Students help determine the issues: political elections, drug abuse, the draft, population crisis, problems at Wilson, racism, sexism, for example.

LEISURE TEAM. The primary thrust of the Leisure Team is to prepare students for the creative use of their leisure time. Curriculum is developed by the team for the areas of physical education, music, art, and speech/theater.

SURVIVAL TEAM. Staff members in home economics, science, industrial arts, physical education, and media compose this team. Learning experiences are diverse: nutrition, interior design, consumer buying; animal care to lab research; project development in industrial arts that focuses on the role of technology and industry; and a media center which services the total program.

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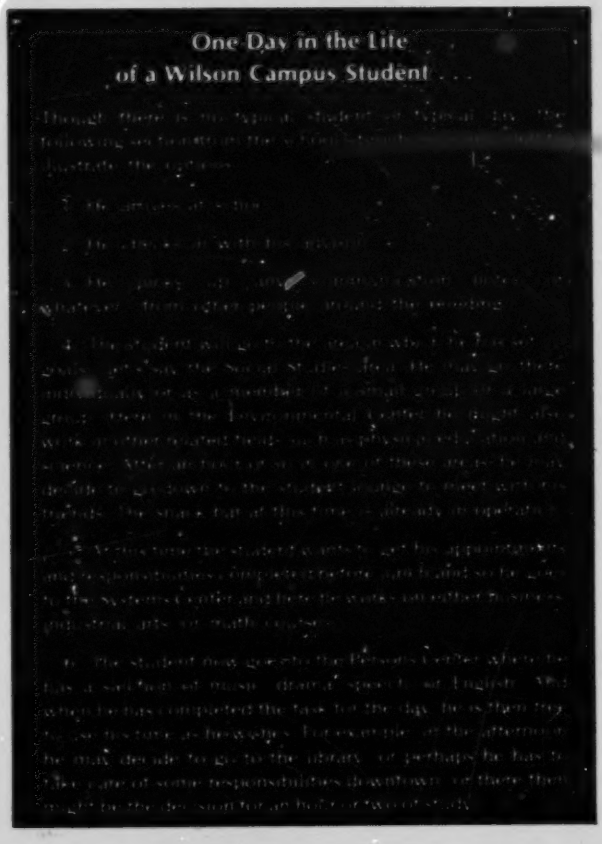

The Everywhere School

Hartford, Connecticut

"With learning comes understanding—
With understanding comes perception of life's options—
With perception of options comes true freedom—
With true freedom comes true responsibility—
And with acceptance of responsibility comes the full sense of the community."

The Everywhere School is located in the black and Puerto-Rican ghetto of Hartford or the North End. The only option for most of the people that live there has been to repeat the poverty cycle of their parents. Sixty percent of the community is on welfare and fifty percent live in substandard housing.

As the verse above suggests, the lack of options has meant for ghetto residents a lack of freedom to be someone, to fulfill themselves, to enjoy what others enjoy, to create a community they can be proud of. The North End community saw education and learning as one answer to their plight but only if the school could really understand the children and understand their environment. This meant a community-centered school with an open atmosphere that freed the ghetto child, encouraged discovery and exploration, and made learning relevant to his cultural and neighborhood experience.

This was the backdrop for the development of The Everywhere School—a K-6 public alternative elementary school; it is different from the conventional schools in the district because of its program, its population (60% black 40% Puerto-Rican), and because everyone is there by choice.

Plans and facilities for The Everywhere School originated in a concept developed by community residents and proposed to the School Board through the Community Action Agency. The education program was to be organized in large, expansive Multi-Instructional Areas (MIA's), which would have no contained classrooms. The Everywhere School is located in a warehouse with 4000 square feet of decentralized space. There are two MIA's, an upper house for grades 4-6 and a lower house for K-3.

The Everywhere School is completely funded by local tax dollars and is a part of the Hartford public school system. A new school is now being built in Hartford along the same model; it will have eight modular MIA's.

GOALS

The Everywhere philosophy, as the program describes it, embraces "the involvement of the child with his total environment, learning through the Discovery Principle, allowing for an understanding of self and others." It acknowledges its ties to the British Primary model. The staff also affirms that the idea of utilizing the whole neighborhood or city as a learning environment is not new with them but is there because it reflects the Everywhere belief that learning is a lifelong process, that it continues both inside and outside the classroom, that the environment provides the natural bases for the stages of learning to occur.

Specific objectives are to: 1) improve the quality of life in the neighborhood; 2) transfer motivational and instructional responsibilities to the learner; 3) create an atmosphere that makes for more positive learning attitudes; 4) insist on the relevance and utilizational aspects of learning and teaching; and 5) involve the community in the whole of education.

PROGRAM

The major components of the curriculum are implemented in an open classroom environment differentiated with interest areas and are often carried out through activities and trips in the neighborhood and other areas that provide good experience bases for learning. Key areas of the curriculum are:

MATH-SCIENCE—employing the discovery techniques of observing and holding concrete objects to classify, establish relations or patterns, see similarities and differences.

HUMAN RELATIONS—involving the understanding of self and culture, relativity of cultures and values, and rights of self-expression.

LANGUAGE ARTS—emphasizing the use of reading, writing, and speaking to communicate and to develop understanding.

CREATIVE ARTS—stressing creative thinking and behavior as expressed in any manner or medium chosen by the child, dispersed throughout the curriculum.

The Everywhere School structures its learning interactions with the outside community in three different ways: the first is a visiting-in plan, in which organizations, individuals, businesses, or special service groups bring in experiences via lectures, demonstrations, movies, etc. The second is a visiting-out plan, to make use of surrounding parks, museums, historical sites, farms, businesses, and organizations. The third is an exchange or reciprocal offering idea. Each group gains from something offered by the other. A major environmental extension is Westledge School whose campus offers Everywhere children facilities for outdoor education and nature study and special cultural programs.

The working staff of each MIA consists of a Master Teacher, four certified teachers, five teacher aides from the neighborhood, two program designers (teachers who create special programs) and a host of teaching associates (community professionals, for example). The whole school is under the direction of the Master Coordinator, who is directly responsible to the Superintendent of Schools.

At Everywhere the most important evaluation is that of the student. Continuous evaluation of student progress is done through analysis and feedback from skill sheets in each program area. Teachers and students keep diaries and records and parents also log significant events at home and in the classroom. Developmental patterns for each child are recorded in areas such as self-concept, social, emotional, physical, and perceptual acuity, problem-solving, numerical concepts, concrete and abstract self-expression.

Parents are encouraged to participate in the classroom and are one source of evaluation data. A program review by Hartford is also part of the ongoing evaluation process. Teachers are evaluated on the basis of the use of their expertise in the classroom, their rapport with the students, the human qualities they demonstrate and their ability to work with neighborhood residents.

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Jefferson Tri-Part Model

Berkeley, California

One School Creates Three Options

A new principal arrived at the Jefferson Primary School in the fall of 1969 and by the spring she was convinced that the only way to respond to parents' concerns and complaints was to have a school where parents could choose the kind of education they wanted for their children. The result of many discussions and massive meetings was the creation of three models: Multi-cultural, Individual-Personalized (IPL), and Modern Traditional. The first year the three models were operated with a Ford Foundation grant and money from the San Francisco Foundation. Since September, 1971, the school has been funded by the Experimental Schools Program, a large-scale grant from the Office of Education that enabled Berkeley to implement twenty-four alternative schools within its system. The Jefferson Primary School is a K-3 program that serves 600 children.

GOALS

Jefferson's overall aim is to continually respond to the community's need for viable diverse options in education. Its objectives are to:

- —reflect improved teaching and learning styles
- —reflect the cultures and values of the families it serves
- —help parents and children feel the school is their community
- —help teachers to work cooperatively in planning, implementing, and evaluating the educational needs of the school.

For all three models the mastery of basic skills in reading and math is a significant objective. In addition, each model has specific expectations for its students.

1) The **Modern-Traditional Model** emphasizes growing competence in areas of academic achievement. This competence will be reflected in classroom behavior: ability to follow directions, complete a task, evaluate work done and prepare for next task.

2) In **IPL**, students will develop the ability to concentrate on the work at hand and achieve at their own pace in a self-directed manner.

3) The **Multi-Cultural Model** stresses the Spanish bi-lingual, Chinese bi-lingual, black, or multi-cultural experience through which the students can derive social skills necessary for constructive life experiences in a pluralistic society.

PROGRAM

The major difference of the three models is not so much in the goals or curriculum as in the methods in which materials are presented to the children.

The **Modern Tradition Model** (five classrooms) retains the traditional mode of instruction, that is, a teacher-directed program with emphasis on the acquisition of skills and subject matter. Instruction relies primarily on the teacher's knowledge of his subject and his ability to present it to children in creative, challenging ways. Children's literature, creative dramatics, music, and the printing of original books are elements in the program.

The **Individual-Personalized Model** (eight classrooms) provides different types of learning materials (including self-correcting materials) that correspond to the children's varied learning styles. Different learning centers are set up within the classrooms to meet students interests and abilities. Students progress at their own rate and are encouraged to become self-directive.

For the **Multi-Cultural Model** the task is to develop curriculum and methods which genuinely reflect the Third World cultures the children bring to the classroom. A unique feature is the Chinese and Spanish bi-lingual classes whose goal is not only learning another language but also using it as a vehicle for gaining insight and understanding of

other peoples. The study-of-man theme runs through the whole curriculum.

Specialized centers have been developed to serve children of all three models. These include the math lab, the High Intensity Learning Center for reading, Heritage House, which is a multi-cultural, multi-media reading center, and the Afro-American Studies Center. The media component at Jefferson is well-developed and is used by the entire school. Classroom activities are documented through videotape and still photography. Videotape is also used in micro-teaching and for creating new instructional materials. A video "newsroom" gives daily information abut events in the school and the community.

The complete reorientation of the Jefferson School also involved a commitment to the retraining of its teachers. An in-service training model is being developed with the aid of consultants who come to the school at least once a week. An evaluation of the teaching staff is conducted by the Berkeley Unified School District. Parents make input on program and administrative matters through the Parent Advisory Committee and the PTA.

Most importantly, for Jefferson students the educational options do not end at the third grade. They can choose among the many models the Berkeley school system offers, including more traditional, individualized, and multi-cultural alternatives.

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Arlington Satellite Junior High Schools

Arlington, Massachusetts

Jr. High Students Start Making Choices

Innovation at the junior high school level is often passed over or even consciously avoided. In the eyes of some educators the junior high student seems to be outside the challenge of early learning experimentation and yet appears too dominated by his emerging and often problem-ridden adolescence to be involved in meaningful independent learning.

The efforts of the Satellite Junior High Schools, two public alternative schools in Arlington, Massachusetts, appear in marked contrast to these sentiments. Since 1970, there have been imaginative options for Arlington junior high students that have served over 250 students yearly. Starting with three satellite alternatives, each program was designed with a different approach and in response to the different learning styles and interests of the students. In the fall of 1973, two junior high alternatives will be operating — Spypond East and Central.

Spypond East is located in a wing of the Arlington Boy's Club. Central is housed in a former industrial arts building and provides its approximately 100 students with a program that focuses on ethnic awareness and sociological concerns. It is also integrated with three fifth and sixth grade open classrooms and in that sense is a middle school. Both Spypond and Central plan extensive outdoor living-learning experiences for their students.

The seven staff members are, of course, all there by choice. They view themselves as teachers of students rather than of a particular discipline and view learning as the development of competencies (emotional, physical, intellectural) rather than the mastery of facts.

GOALS

Although the two schools differ in methods and emphasis, there are a number of major objectives that inform the activities of both schools:

1) **Improve the basic learning skills of students.**

As is generally striven for in alternative schools, the curriculum and the methods used in the academic areas stress student mastery of the processes of those disciplines rather than memorization of the "product" of those disciplines. The entire environment fosters on the part of the students expression of their opinions and the making of judgments as well as student responsibility for the consequences of their opinions and judgments.

2) **Help students develop an improved self-image.**

The personal attention that can be given students because of the small size of the schools, the flexibility of scheduling, the fact that all the teachers have all the students, combine to facilitate individualized instruction. The student perceives himself growing in knowledge and competencies rather than seeing himself in comparison to others, and his feelings of self-worth are nurtured.

3) **Reduce level of interpersonal conflicts.**

On one level this objective is facilitated by the elimination of many petty rules that large, more impersonal schools find it necessary to employ. On the other hand, there is the whole sensitive area of approaching students working through an age of "erupting emotions." The close student-teacher relationships make this easier, frequent school meetings, flexible schedules and a less competitive atmosphere all help. Conflict is dealt with openly and thoughtfully and at one school was a regular aspect of the social studies curriculum.

4) **Develop autonomy and independence.**

Recognizing the junior high students' desire for responsibility and autonomy rather than repressing it will directly affect our schools' ability to produce more mature, independent adults.

5) **Stimulate creativity.**

Students are encouraged to take informed guesses, make assertions, frame hypotheses and try new approaches. An open environment enables them to make choices and pursue their creative energies.

Clearly the Satellite Schools strive to give explicit attention to personal growth as well as cognitive growth. To the three R's they say they have added the three humanistic B's—Being, Becoming, Belonging.

PROGRAM

The Satellite Schools were created to respond to the special interests and directions of junior high students and staff members are interested in the perspectives coming from thoughtful experimentation and innovation. Some of the approaches to learning they use include:

BASIC SKILL LABORATORIES—focus upon fundamental learning skills often through some type of individualized instructional system; for instance, the intercession at Spypond during which specific skills were dealt with directly and the work in both schools in reading under the direction of a reading expert from Harvard.

SHORT-TERM MINI COURSES—planned cooperatively by students and teachers dealing with issues of personal and social relevance.

BIG IDEAS COURSES—that consider such large questions as "To what should we be loyal?" and "What will life be like in the future?"

WORK AND SERVICE EXPERIENCES—offering students significant learning opportunities outside the school. For instance, Satellite students tutor elementary students and operate their own businesses.

SKILL EXCHANGES—students teach each other such things as guitar playing, woodworking.

EXPERIENCES AND HAPPENINGS—which can include such activities as Winter and Summer Olympics in which students from both schools participate, visiting local churches, group activities.

INFORMAL CLASSES—frequently stimulated by guest speakers or school visitors.

COMMUNITY LEARNING EXPERIENCES—offered by people who have particular skills and knowledge.

Evaluation is a process that links the school and home. There is frequent communication through conferences, telephone calls, teacher visitation to homes and parent visitation to schools. As in most alternative schools, traditional grades are replaced with narrative evaluative reports by the teachers. Increased use is being made of criterion reference testing. These are tests linked to the mastery of particular skills and are used to place students in learning experiences that focus upon skill areas that need practice and development.

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Agora

Berkeley, California

Multi-cultural Learning for a Diverse Community

Alternative education in Berkeley may have started small back in 1969 with a school within a school at Berkeley High, but now in full bloom it is one of the most striking examples of a school district diversifying its total system—in ideas, methods, attitudes, commitments, and goals. The Agora School had its beginnings early in this massive overhaul and it has gone through several transitions. It is one of the the system's twenty-four alternative schools funded by the Office of Education under the title of the Experimental Schools Program. Agora serves 100 students from grades 10-12 and is 1/3 white, 1/3 black, 1/3 Chicano.

GOALS

Underlying the entire Experimental Schools Program in Berkeley is the goal of giving young people a chance to find a learning place matching as closely as possible their interests and needs. When Agora first formed as an alternative high school it found itself with a staff and student body that was almost totally white. It then began to actively recruit Third World students and adopted a multi-cultural identity. Agora sees the relations among different ethnic groups essential to progress and sound education not only in Berkeley but in the world as a whole. Ethnic awareness and multi-cultural understanding are the principal objectives of the school, but just as potent a force in the program is the growing role of students in decision-making.

PROGRAM

At Agora history and geography are not the only periods for learning about other cultures. The school's commitment to ethnic awareness and diversity clearly influences the offerings in every area of the curriculum—it is the organizing principle. Physical education, for example, involves African-American Dance, Greek Dance, and Mexican Folk Dance as well as the traditional volleyball and basketball. Creative Cooking exposes students to a wide range of cuisines and Art classes stress expression of one's cultural experience.

Courses this year included such titles as Harlem Renaissance, Chicano studies, math games, What is white?, algebra, communications skills, American folklore, the Black Musician in American Society, human awareness, and creative writing. The approach to the curriculum is interdisciplinary. The Harlem Renaissance course—a study of the period of political and social outpouring of the blacks during the 1920's—provides English and history credit. For the study of black musicians in America, students get credits in the performing arts and history.

Tenth and eleventh graders are expected to take at least twenty units in Agora while twelfth graders need only fifteen units from the Agora roster. Students usually take studies at some of Berkeley's other alternative high schools.

Students let the staff know what kind of curriculum they want in a semester and then evaluate the teachers at the end of it. They determine staffing needs and the extent of parent involvement (which presently is minimal). The students have all-school meetings weekly to discuss problems and plan special events, multi-cultural in nature, of course.

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Alternate Learning Project

Providence, Rhode Island

First-Hand Study of Urban Questions

The rumble of the pins at a Pine Street bowling alley in Providence, Rhode Island, has been stilled but in its place is the buzz and activity of students coming and going from the Alternate Learning Project (ALP), now housed there. Most of the 120 9-12 grade students actually spend their time in sites in the community. ALP is a public community-based high school alternative that provides an opportunity for students "to forge a new relationship between their education and the city in which they live." The school is funded by Title III and local dollars and is part of the Providence school system. The student body reflects the ethnic profile of the city of Providence.

GOALS

Central to the Alternate Learning Project's philosophy is an attempt to blur and finally eradicate the artificial distinction between life and learning. For this reason students learn about juvenile justice at the City Diagnostic Center; others hold voluntary jobs as aides in hospitals and health centers, as teaching assistants in elementary schools, and as apprentice actors in city repertory companies.

ALP considers its major goal is to return to students the right and duty to make the major decisions that affect their learning and their lives. In assuming this responsibility students shape their own programs of study and participate in shaping the program of the school. Staff and students together make decisions of internal governance in representative government meetings. Student government handles violations of one community member against another and students and staff even share responsibility for the upkeep and maintenance of the school.

The project has a deep commitment to exploring the critical social issues of our time through interacting with their various elements in the city environment. Racism is confronted through courses and seminars and in the multi-cultural setting of the school in which all races interact.

PROGRAM

ALP's curriculum is diverse and exciting. Its conceptual framework links the student to the society he is a part of yet expands his horizons about the questions, the problems, the relationships and hopes fundamental to its progress.

The City Game and the Arts Cluster are the major parts of the curriculum. Within these divisions are several package areas from which to choose. Many alternative high schools have borrowed the "packages" approach to learning that ALP originated.

The CITY GAME includes **Health and Welfare, Education, Law and Justice,** and **Communications.** For example, **Health and Welfare** involves work in medical care, problems of the aged, drugs, mental health and retardation, welfare and ecology. **Law and Justice:** work in civil rights and liberties, juvenile justice, law enforcement, and state and local government. **Education:** work in early childhood learning and development, problems in city schools, new approaches in education and on "changing the system." **Communications:** work in journalism, radio and television, the press.

The ARTS CLUSTER consists of instruction and practical experience in one of three major areas: **Performing Arts**—theater, music, and film study; **Visual Arts**—painting, drawing, pottery, ceramics, weaving, photography, and film-making; and **Design and Construction**—architecture and design, carpentry, mechanics and construction.

Work in particular packages can be carried out through field placement or on-site work, such as in a Head Start center or TV station, and through field workshops, seminars, and related courses.

Students also have the option to take a variety of other courses, including traditional college requirements and workshops in art, science, humanities. These can be taken at ALP and at local colleges.

Students regularly record their own estimation of the work they have accomplished and the instruction they have received and teachers prepare detailed evaluations of students' progress.

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Cambridge Pilot School

Cambridge, Massachusetts

Diversity is its Primary Commitment

The impetus for an alternative school can come from many different segments of the community. For the Cambridge Pilot School most of the initial stirrings came from a small group of faculty and doctoral students at the Harvard Graduate School of Education. In 1969 they obtained federal money for the Training of Teacher Trainers (TTT) in a proposed sub-school and persuaded the Cambridge School Department to join the effort and set aside space for it in Rindge Technical School.

Implicit in the genesis of the Pilot School was the desire, as in most alternatives, to create a small, informal, culturally diverse school that would contrast with the irrelevance and impersonality of the public school system. Sixty freshman volunteers were chosen by lot to represent a cross-section of the city with respect to race, sex, neighborhood, previous school achievement level and post-high school aspirations. Each year since then a new freshman class has been added so that in June, 1973, the school had its first graduating class. The Pilot School's 200 students occupy one-half of the fourth floor of Rindge Tech.

The full-time Pilot School staff includes eight fully certified Cambridge-paid teachers, two Cambridge guidance counselors, and a TTT paid director. Twenty Harvard M.A.T. interns and ten volunteer "community resource persons," mainly parents, worked part-time in the school this past year as teachers and/or advisors.

GOALS

The Pilot School regards itself as a true community—a community of students, parents and educators closely aligned and mutually accountable for the goals, the program, and the successful operation of the school. Together they formulated the basic principles of the school:

1. **Cross-cultural Education. Recognizing that the development of cross-cultural understanding and respect are essential to a genuinely pluralistic American society, the Pilot School is committed to the development of these qualities within its own richly diverse student population.**

This diversity represents more than a principle of selection; it is a basic foundation of the school. Classes within the school are heterogeneous and, for the most part, ungraded. A wide variety of cultural studies is available. During the third year a course in Afro-American studies was required for all students. In addition, the school attempts to respond to the problems of diversity by providing a model for the rational settlement of disputes through discussion and by allowing easy access to decision-making processes for all groups in the school.

II. **Human Relationships. In the Pilot School community every effort is made to foster human relationships [i.e., teacher-student, student-student, teacher-parent relationships] characterized by informality, relative non-authoritarianism, mutual trust, and an absence of regimentation.**

A visitor may identify this with the fact that students call teachers by their first names, but this is only a surface reflection of the principle. More important is the fact that students often participate on an equal basis with teachers in class discussions, conferences and other activities. The notion of human relations moreover, implies a commitment to the group and to the successful functioning of the school.

III. **Governance. Decision-making within the Pilot School is based on the premise that people affected by decisions have the right to participate in those decisions.**

Students, parents, and staff share decision-making power on program and structure (curriculum planning, selection of courses, definition of space) and staffing (selection of a Director and interviewing of candidates for teaching positions).

IV. **Individual Needs and Concerns. The Pilot School program is characterized by a focus on the needs and concerns of the individual.**

With a certain balance that seems to characterize the Pilot School, its literature states that "individualism should not flourish at the expense of the community, but that any successful educational community must attend to the needs of its individual members." Its most direct effort in this regard is its advising system described below. Small classes, individualized instruction, and tutoring, and both non-college and college preparatory curriculum are part of this principle.

PROGRAM

The Pilot School has emphasized humanities on a non-tracked, elective basis, taught in small classes. Electives in social studies have included such topics as Cambridge neighborhood studies, women's liberation, Vietnamese culture, law and student rights, native American history and child development. English electives have ranged from mythology to "Monsters in Literature," from "Great Books" to media, journalism and creative writing. Skills courses are also offered in grammar, test-taking, composition, and SAT preparation.

Many learning experiences involve leaving the school—to the wilderness for solo camping, to Cape Cod for environmental studies, to a nearby state prison. Pilot School students also have access to the full range of curriculum offerings and extracurricular activities at Cambridge's other high schools.

The diversity of offerings is dictated by the diversity of the student body. A Pilot student does not have to wait until college to get his first taste of anthropology or philosophy. Students are encouraged to search out and stress the how's and why's and challenge different value structures.

A key integrating element of the total program is the advising system. Advising groups composed of 22 students each, work directly with one full-time staff member (advisor), one student counselor, one parent/community person, and one intern. The advising groups meet once a week to discuss school policy and program, personal concerns and group concerns. This meeting is one specific requirement for Pilot School students.

Special components of the curriculum that have provided avenues for challenging group projects and independent research have been the ecology program (for example, constructing working models of rivers and streams, studying erosion and pollution); crafts (emphasis on good craftsmanship and self-discipline); and the wilderness program (to build self-reliance and appreciation of the natural environment).

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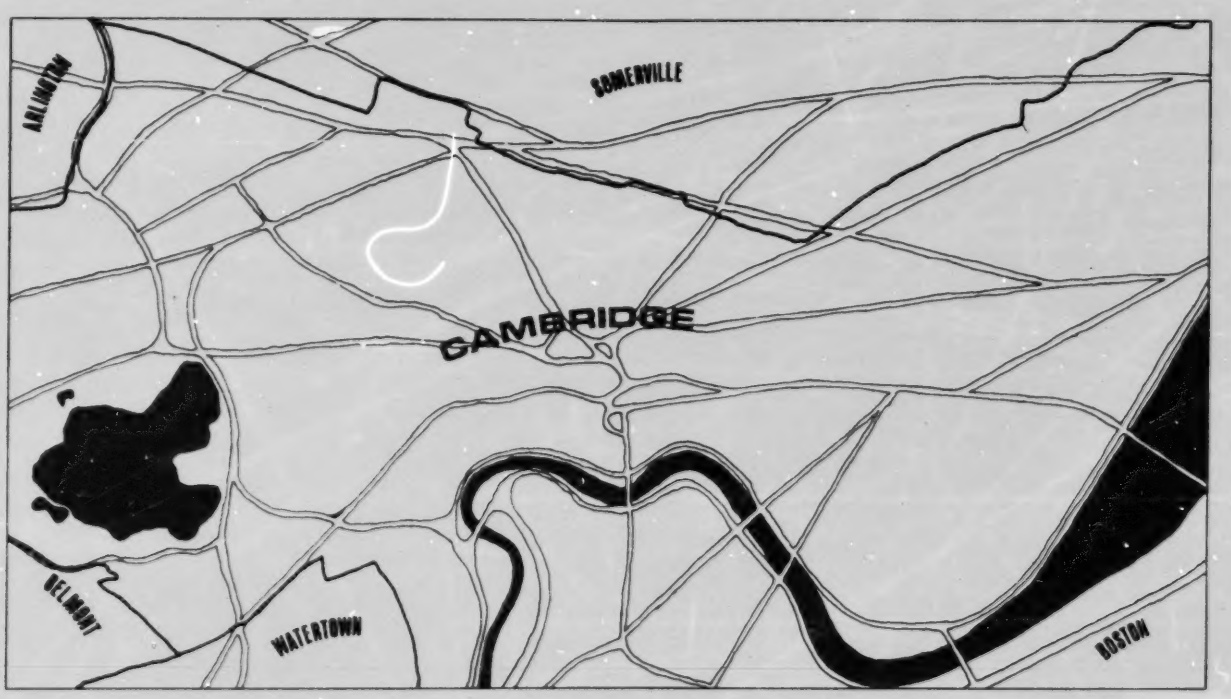
Community Interaction Through Youth (C.I.T.Y.)

Cambridge, Massachusetts

Greater Boston Is Their Classroom

The summer of '72 marked the opening of C.I.T.Y. in Cambridge, Massachusetts, but the planning for it had roots the year before in the minds of a group of parents, students, and community persons. This group recognized that public schools could not meet the demands of students who needed to learn about and function within a complex, rapidly changing society. C.I.T.Y. was in response to the cry for a more relevant curriculum and sought to end the isolation of the youth from the community.

From the living and dining rooms of an educator in the community, the program found a new home in November, 1971, in the Community Services Building in Central Square. By January of 1972, the C.I.T.Y. Program was formally accepted as a part of the Cambridge public school system. It receives funding from Title III but is a recognized public alternative and draws 75% of its fifty member student body from Cambridge and 25% from Brookline. At least 15% of the total number of students in the program are physically handicapped. In addition, a real effort has been made to achieve a balance of age, sex, background and level of academic interest and



achievement which is reflective of both the Cambridge and Brookline communities.

C.I.T.Y. focuses on the resources of the community as the principal learning environment but does require students to participate in at least two courses in their local high schools. Academic credit is granted by the student's "home" school. The credit value of C.I.T.Y. courses is cooperatively determined by C.I.T.Y. staff and school department personnel.

GOALS

The "interaction" which C.I.T.Y. embodies in its name represents an attempt to expand and enrich the learning of both the community and its students. Students have the opportunity to test out textbook concepts in real world situations; community businesses, agencies, and institutions can utilize student resources and learn from fresh approaches to established methods.

C.I.T.Y. serves young people of diverse backgrounds and achievement and strives to provide them with

1) **real experiences as a basis for learning**

Students learn about places, people, and things familiar and important to them. Their classroom is expanded to the community and the region. In-school experiences are based upon planning, researching, and analyzing out-of-school experiences.

2) **opportunities for responsibile growth**

There is the chance to confront real problems head on, to make mistakes, learn from them and live with them. Students develop loyalty, a commitment to learning, and responsibility for citizenship.

C.I.T.Y. gives teachers opportunities to work with students in new settings and offers parents avenues for participation and "colleagueship" with students, teachers, and other parents.

PROGRAM

Courses are taught by unpaid Learning Coordinators, who are established professionals teaching at their "place of business." Doctors teach biology, chemistry, and child care in laboratories and in hospital wards; lawyers teach consumer education at Boston's Division of Consumer Protection. The list is as unlimited as the resources of the Metropolitan Boston and Cambridge communities. C.I.T.Y.'s purposes and goals really come alive through the list of courses it offers. For example:

Astronony: Microcosm/Macrocosm	Harvard College Observatory
Filmmaking	Boston Film Center
Intensive German	Goethe Institute
Engineering in Today's World	Draper Laboratories
Politics & Government-The City	Cambridge Model Cities
Landscaping, Carpentry	Cosmos Construction

Students' progress is carefully monitored through weekly evaluation meetings, on-site visits by C.I.T.Y. staff, evaluation reports from community Learning Coordinators and students' self-evaluation forms.

At C.I.T.Y. the staff members do not instruct the students but guide them. Learning Managers work closely with them in a role similar to guidance counselors while an Instructional Coordinator has responsibility for the overall development of curriculum. A Youth Resource Coordinator supervises the planning and coordination of programs for the students and an Information Supervisor has responsibility for maintaining a smooth flow of communications among the schools, the community, and the program. C.I.T.Y. is supported by an active Community Council which contributes ideas and makes recommendations in areas of policy and program.

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The Community School

West Hartford, Connecticut

Career Education Is a Model for the Future

"School without walls," "community-based learning," and "utilizing the city's resources," are now almost catch phrases in alternative education. In many programs they mean attending a Saturday morning lecture at the art museum. In others, such as West Hartford's Community School, they mean a great deal more than that. This program involves students in educational experiences that relate to particular career interests and sees to it that a student's relationship to the learning situation and community is a continuing one.

Although the Community School is not an alternative school according to generally accepted criteria in that it is only a one semester program and does not function independently in budgeting and governance, it serves as a good model for how effectively a district can tap the wealth of talent and facilities in its community and organize a total program around them.

West Hartford is a suburban community that has traditionally sent 80% of its students to college. The emphasis on a career education model for an alternative program arose not so much in response to the vocational needs of the 20% but because of the realization that both college and non-college students generally do not have the experiences to prepare them to make realistic choices about career goals. Starting as a pilot project for 50 students in the spring of 1972, the Community School had between 200-300 students participating this past year in the program and it placed them in over 120 community learning centers.

GOALS

The objectives of the career education program are divided into four general categories:

Career Orientation Goals

—To give students the opportunity to test career perceptions against reality in the working world.

—To make available to students resources not usually available in the school, both human and technological.

—To assist students, based on their experiences in the community, in making career choices consistent with their interests and abilities.

Relevance Goals

—To help students find greater meaning in school life through involvement in the community.

—To provide a broader view of career opportunities commensurate with students' abilities.

—To show the relationship between school work and the specific skills and knowledge needed for jobs.

Generation "Gap" Goals

—To learn about people and jobs through interaction and involvement in the world.

—To give insight into that mechanism called "community" and the interdependence of the individual and the society in which he lives.

—To help students shed suburban isolation through experiences in the greater Hartford area.

Self-Concept Goals

—To provide students with a success experience in an area related to their career interests.

—To give students a clearer idea of their own interests and abilities.

—To promote wholesome attitudes towards all useful work.

PROGRAM

Students can opt for the program any semester they choose, and mostly juniors and seniors now participate. The "community learning center" is the key element in the West Hartford program. It is any community agency in industry, education, government, business, recreation, communication, service, or fine arts agreeing to involve the high school students in concrete education experiences. Other districts should take notice that the expectations of the agencies and the students are clear from the start.

The community learning center agrees to meet certain obligations:

1. To appoint someone at its organization who will serve as contact person for the students and liaison with the community school.
2. To establish an educational program that will expose students to all aspects of their career interest area.
3. To inform employees of the program and their role in making it a successful experience for the students.
4. To arrange periodic conferences with students.
5. To maintain attendance and performance records for students assigned to their center.

Students are expected to:

1. Meet obligations of travel, punctuality, and dress on a daily basis.
2. Engage in work under supervision of employees.
3. Observe people closely and interact with them.
4. Keep a journal of activities.
5. Explore thoroughly occupations related to the career area and be informed of its requirements and opportunities.

The Community School puts out a monthly newsletter that lists community learning centers where students can be placed. It might include jobs as prompter in a theater, assistant to an attorney or veterinarian, government aide, work in interior decoration, construction or apprenticeship to a tailor, silversmith or potter. In many fields students have become competent technicians (medicine, theater) and in others such as law, architecture, museum work, they have worked on projects and made contributions they were proud to leave behind them.

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A Student's View

The following article appeared in the July, 1972, issue of "The Bushnell Prompter." It was written by Maggie Walker, a student at Hall High School who participated in the pilot project last spring and was placed at Bushnell Memorial Hall.

"I came to the Bushnell, under the direction of the Community School, to learn about the theatre. And I learned!

"In four weeks I've done a lot—worked on newspaper publicity, handled tickets in the box office, studied the complexities of booking contracts, and worked as a sorter in the direct mail department.

"From both the audience side of the proscenium and from backstage, I've watched set-ups and performances (to name a few) of the Connecticut Opera's *Die Fledermaus* starring Mary Costa, Roberta Flack in concert, and the musical *Carousel*, starring John Raitt (and I had a good talk with him about acting).

"These performances gave me a good chance to explore the technical aspects of the stage—lighting, sets (some 'flown' overhead, others rolled about on casters), 'properties', and everything else that gives the stage its drama and mystery.

"The Community School isn't a set of buildings at all. It's a program to provide an alternative to classroom instruction. Sponsored by the West Hartford Department of Education and directed by Mr. Dennen Reilley, it gives students an opportunity to gain *now* some career experience we might otherwise have to wait until after graduation to get. All of us hoped this program would help us to clarify our career goals.

"Many people (my guidance counselor included) told me I was foolish to enroll in the program. She said I should think of the work I would have to make up. She warned me that I would miss the school's social atmosphere. But I decided, and my parents agreed, that for me this experience would be worthwhile.

"About 30 of us got excused from classes for a four-week period. Each of us reported, instead, to our assigned 'community resource center,' which for me meant Bushnell.

"It turned out to be the most beneficial experience I've ever had. It gave me my first contact with the real theatre—a contact I couldn't get in school. It both strengthened my aspirations toward the theatre, and expanded my horizons. I must admit I'd never considered anything but acting. My experiences here, however, have led me to discover other fascinating fields in the theatre. The work, months ahead of time, that goes into booking and publicizing a show, impressed me and absorbed my interest. I now want to learn more about lighting, stage-set design, and everything that prepares for and insures the success of a show.

"I've learned things no drama class could ever teach me. My experience went beyond the 'dramatic' in theatre. It explored the heart of the theatre, the business end of it responsible for keeping it alive and growing.

"I'm going back to school in three days, back to Spanish and Algebra and homeroom. I honestly can't believe that anything I learn there will be as much use to me as these four weeks have been." ■

Franklin House

Philadelphia, Pennsylvania

"A Big Family Rather Than a School. . ."

Franklin House or the Neighborhood Educational and Counseling Center is a public alternative school in North Philadelphia. It deals with a host of problems that most alternative schools never have to consider. Its students, both junior and senior high level, come from all over the city and have had problems coping in their regular schools. The problems range from learning disabilities to difficulties with gangs and the law. The population of the school is predominantly black with a percentage of Puerto-Ricans.

In 1968 Franklin House started as a school thanks to the planning and dedication of Mrs. Louisa Groce, the director. There are now fifty students and fourteen full and part-time staff members and the program is completely funded by the Philadelphia Board of Education. This storefront school does not operate on a 9 to 3 schedule. Countless hours are spent in the evenings and weekends on trips, dinners, follow-up with parents, shows, and other special activities. As one student expressed it—"Franklin House is a big family rather than a school . . ."

GOALS

Franklin House was initiated to develop a freer and more individualized academic program for the students. Stress is put on emotional growth and group interaction and this is facilitated through a large, supportive staff. The school lists its specific goals as the following:

—To generate within the individual a feeling of self-worth and a facility for projecting a positive self-image.

—To cultivate individual independence and motivation to become self-sustaining—socially, economically, and politically.

—To develop in each student by relevant, interesting, and diversified instruction the ability to think clearly, communicate effectively, and learn easily.

PROGRAM

The name Neighborhood Education and Counseling Center reflects accurately the equal stress placed in the program on teaching and counseling. All staff members function in both roles and accept the position with the commitment to work after hours and on weekends. Usually the emotional needs of the students require the greatest attention and the staff coordinates intensive counseling and casework between the school and the home.

The center has an open classroom atmosphere. Its educational program is completely personalized because of the varying skills levels of the students. The full gamut of school subjects is taught at the center, although students take some work at the regular schools, such as industrial arts. All students retain enrollment at their parent school and even graduate from that school when they are seniors.

Most instruction is carried out on a one-to-one or small group basis. Teachers at Franklin House try to get at subject matter through different methods and materials. Photography plays an important role in the curriculum as does field study. Last year students and staff raised money and took a camping trip to California and then wrote a book about it. This year they are planning a boat trip down a river and through it will do work in history, math, science, and English. Writing letters has more meaning when there is a purpose to it, like needing information from Chambers of Commerce or marine organizations.

One way for fostering effective communication has been through the Public Speaking Group. The activity of this group functions outside the school and for the most part involves giving talks about Franklin House. A member must train another student to replace him when he leaves.

Psychological interns work in teams in the center and make evaluations through observation and real interaction, not just testing. Small group discussions are held weekly. Career orientation and job development make up another important component of the program.

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Worcester Alternative School

Worcester, Massachusetts

A Partnership between a City and a University

A spirit of cooperation is usually an objective of alternative schools and here is one that started on just that basis. The Worcester Alternative School was begun jointly by the Worcester Public Schools and the National Alternative Schools Program at the University of Massachusetts School of Education. It represented the first truly public alternative school in Massachusetts outside the Greater Boston area and was a way to merge the resources of a state school of education and a large urban neighbor.

The Worcester project started with a concept that has worked well for many alternatives, that of the **planning school.** In April, 1972, the planning school opened with fifty students (grades 9-12) and four staff members and until the end of June they examined thoroughly various aspects of curriculum, governance, and staffing to determine what would best meet Worcester's needs.

In the fall the Worcester Alternative School, located on the second floor of an old elementary school, opened its doors to 160 high school students, forty-one of whom had participated in the planning school. It had been decided that the major thrust of the school would be an emphasis on education outside schoolroom walls and that "teachers" would be those best able to guide a specific learning experience, be they staff, students, parents, or local citizens. The regular staff consisted of co-directors, six teachers, two aides, one graduate assistant and many college interns. All staff had responsibilities for guidance and counseling.

GOALS

The Worcester Alternative does not claim to be a prototype for all other schools or students. It offers, rather, an important option within the system, one that sees education in broader terms than the traditional schools and that offers wider opportunities and greater flexibility through which many students can better fulfill their creative, intellectual, and social potential.

The idea of choice is more basic to the school's philosophy than just being a principle of enrollment. Choice is seen as one of the most important instruments for education and it is utilized in all

aspects of the school. Students gain the ability to evaluate data and resources, see available alternatives, understand the kinds of requirements they will meet throughout life, see education in terms of their own goals and learn how to make intelligent decisions. A major part of the process is to be presented with optional routes, learn to make distinctions and not be penalized for making the wrong choices.

To try to implement these educational ideals the Worcester Alternative School has relied heavily on the support group concept and a strong advising system. Composed of students and a staff member, the support groups provide a forum for peer group counseling, brainstorming, and group problem-solving. The advisory system or the relationship between the student and his advisor is the primary basis for evaluation of the student's overall program of learning experiences. It is the link between the student, his educational experience and the system as a whole.

PROGRAM

The Worcester Alternative School year is divided into five seven-week cycles with one-week planning and evaluation periods at the end of each cycle. This structure, however, does not minimize the fact that at the school students really become planners. A student's curriculum or learning experiences, as they are called, are pretty much defined by him—what courses, when, in the school or in the community. The range of formats includes:

- —mini-courses
- —depth courses
- —independent study
- —internships in the community
- —outside experiences
- —any course in a regular high school

Learning contracts for coursework or other experiences bring objectives and methods of evaluation into the planning process and the student portfolio provides a clear, comprehensive record of what a student has actually done.

Many alternative schools are unsure about how to structure the school so students have the freedom they are seeking and yet are not overwhelmed by it. At the Worcester Alternative School students are differentiated into two levels of academic freedom and responsibility. All entering students are designed as Phase I students and remain so until they and their advisors agree that sufficient maturity has been achieved to move into Phase II, the more unstructured educational environment. Three things are required of all Phase I students:

Mandatory support group attendance
Mandatory school attendance
Academic diversity

Phase II students must demonstrate activity in the community, diversity in their program, and participation in all aspects of their school lives.

On any day at the Worcester Alternative School you might see students heading to the Boston Stock Exchange or the Museum of Fine Arts or to their internships in radio stations, newspaper offices, department stores, or elementary schools. One student sums up her feeling about the school in—"I wouldn't go to any other."

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PART VI

SHANTI AND THE LAW

We have separated the Shanti School (a public alternative located in an old railroad station in Hartford, Connecticut) from the schools listed in the preceding Part V because of a recent Connecticut law that went into effect July 1, 1974. Eugene Malcahy, principal of Shanti, has sent us a copy of this new law, which we reproduce below with apologies for the lack of proper references. Mulcahy reports that legislation of this kind is sometimes necessary to legally contain certain alternative practices within the official educational structure of a state.

CONNECTICUT LAW, 1973

AN ACT AUTHORIZING THE ESTABLISHMENT OF ALTERNATIVE SCHOOLS AND SCHOOLS WITHOUT WALLS AND THE DELEGATION BY SCHOOL BOARDS TO COMMUNITY COMMITTEES OF THE POWER TO ADMINISTER SAME

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1.(a). For the purposes of this act, an "alternative school" means a school or school program that is established and functions parallel to but independent of elementary, middle, or secondary schools or programs of a school district or several districts. "Alternative school" may include but not be limited to nontraditional grouping of grading levels, culturally diverse school programs, school programs designed with a single curriculum area as a point of focus or from the

viewpoint of a diverse curriculum or a program designed for a specific target population. The facility the "alternative school" occupies may be internal or external of the facilities of another school. A "school without walls" is a type of alternative school. For the purpose of this act, a "school without walls" means a school program that uses various places and resources outside of a school building for a major part of its educational program. Such places may include, but shall not be limited to, museums, artists' studios, public housing facilities, storefront learning centers or neighborhood storefront space, hospitals, science laboratories, law offices, social agencies, health clinics, factories, computer centers and other business and governmental facilities. (b). Any board of education or two or more boards of education may apply to the state board of education for approval of an alternative school or school without walls program, which may provide for the establishment of an entire school or parts thereof as described in Section a. Said program shall be formulated in accordance with the provisions of Section 10-76k of the 1971 supplement to the general statutes, and the state board of education shall review the proposal to determine whether the educational interests of the state as set forth in Section 10-4a of the general statutes are being followed and, provided said interests are being followed, shall approve the program.

Section 2. Any two or more boards of education may jointly provide programs under the terms of this act by an agreement in writing to establish cooperative arrangements pursuant to

the provisions of Section 10-158a of the general statutes. Such arrangements shall include the establishment of a committee to supervise such programs, the membership of the committee to be determined by the agreement of cooperating boards. Said coordinating or interdistrict committee shall serve as a clearance for direct participation of the community under the provisions of Subsection 9 of said Section 10-76k. Upon formation and approval under the provisions of 10-76k, said committee or interdistrict committee shall qualify for the provisions of 10-158a, 10-53, 10-54 and, in the case of building or leasing facilities for the program, under 10-286, Subsection (e) of the 1969 supplement to the general statutes.

Section 3. The state board of education shall promulgate regulations concerning the leasing of facilities when necessary for the implementation of programs authorized by this act.

Section 4. For the fiscal year 1974-1975 the sum of two thousand dollars is appropriated for the purposes of this act.

Section 5. This act shall take effect on 1 July 1974.

TECHNICAL AMENDMENT TO 10-76K

(Explanation: 10-76k (General Statutes, 1971 revision) does not designate a finite period of time for which the provisions of the bill would be in effect. Some programs approved for function under 10-76k have expiration dates in June, 1974 as part of their approval. We therefore recommend the following technical amendment to 10-76k: That the programs approved under these provisions shall have the option to extend the

benefits of this statute for an extended period with the continued approval of the state board of education, subject to biennial review.)

AMENDMENT TO PROVISIONS

ESTABLISHING SECONDARY EQUIVALENCY EXAMINATIONS

(Addition to 10-5 of the statutes indicating that the state secondary certificate equivalency examination may be taken by those 16 and above.)

Shanti School

Hartford, Connecticut

A Regional School without Walls

Although railroad stations are fast being boarded up in some parts of the country, there is one in downtown Hartford that is a center of lively activity. It happens to house a public alternative high school for 100 students—SHANTI, which is Hindi for the "peace that surpasseth all understanding."

SHANTI is unique in that it draws its student population from eight towns in the Greater Hartford area (Bloomfield, East Windsor, Glastonbury, Hartford, Plainville, Rocky Hill, Simsbury and Weathersfield). It is funded on local tax dollars from these districts through the Capitol Regional Education Council. In the summer of 1970 a group of parents and citizens in Hartford began developing plans for an alternative school and the community response was so great that by the following fall the school opened with fifty students. They were drawn from a lottery of 225 applicants.

A great deal of the learning at SHANTI takes place in the Hartford community—in banks, social agencies, museums and insurance companies—or elsewhere—internships at Woods Hole Oceanographic Institute, at an Environmental Center in New Hampshire, or on the Navajo reservation in the Southwest. SHANTI's basic staff numbers only six but in addition to community personnel it has utilized the services of nearly forty college interns in one academic year.

GOALS

At SHANTI ask any student or teacher about the school's goals and philosophy and they will be equally clear and articulate about them because they developed them together.

Its broad educational goals, developed under the aegis of local school boards, include:

- —Providing relevant community-centered education to students of the region.
- —Providing regional urban-based program for students from Hartford's outlying areas.
- —Providing wide opportunity for flexibility and individualized programe with a planned framework.
- —Establishing means by which the program can be of service to the broader community.
- —Establishing a climate of innovation and experimentation in education.

More specifically, however, the ethos of the SHANTI community stems from a commitment to taking advantage of the educational opportunities offered by a multi-cultural, multi-racial environment; relating studies and actions to the realities of urban living; acquiring skills in cooperation, problem-solving and long-range planning; acquiring the basic academic skills which are essential for taking control of one's own life; providing students with the opportunity to engage in real self-government; involving parents in the educative process as both teachers and learners; engaging in continual self-evaluation.

PROGRAM

The curriculum is organized along original groupings—the Communicating Self; The World Out There: The Physical World; Me, the Creator and Craftsman; Body Wonderful, Soul Complete. Only a **sample** listing of the overwhelming number of diverse, provocative courses could give a sense of the range of interests individuals can pursue. The courses use varied approaches to learning basic skills, mastering subject content, and developing positive personal characteristics.

THE WORLD OUT THERE
- Black Women
- Demography
- American Anarchist History
- History of China
- Urban Geography

THE PHYSICAL WORLD
- Computer Theory and Operation
- Engineering Laboratory
- Nutrition
- Physiology

BODY WONDERFUL, SOUL COMPLETE
- Hiking
- Yoga

COMMUNICATING SELF
- Creative English
- Mysticism in Literature
- Public Self
- Black Drama

ME, THE CREATOR AND CRAFTSMAN
- Drafting
- Hartford Stage Company
- Photography
- Piano

Purposeful on-going evaluation is basic to SHANTI's philosophy. For internal evaluation students and teachers jointly evaluate themselves and the courses. In the students' "home groups" students evaluate the school through discussions led by a staff member or consultant. These groups consider problems of attendance, behavior, adjustment and short and long-term experiences. Annually a major evaluation of the program has been carried out by an external consultant.

The students and staff of the school, meeting together, determine directions of curriculum and day-to-day operation. The Director is the responsible officer. Decisions within the SHANTI community are made by task forces of students and staff for administration and budget, art, curriculum and resources, internal environment, and on-going evaluation. Final policy within the school rests with the full community meeting, which is held monthly. In addition, five students sit on the SHANTI Governing Board along with five school board members, five parents, and five members of the community.

SHANTI is now offering a Spanish language class for Hartford community professionals, a Spanish culture course for the city's Spanish-speaking residents, and is administering a cooperative arts program among the school districts. It is a school that not only strives to learn from the community but seeks to serve it.

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APPENDIXES

The Free School Movement: A Perspective

by

Lawrence A. Cremin

On the following eleven pages we reprint with permission the October 1973 issue of Notes on Education (No. 2) published by the Institute of Philosophy and Politics of Education, Teachers College, Columbia University.

The Institute of Philosophy and Politics of Education was established by the Trustees of Teachers College in the spring of 1965, with the purpose of sponsoring research and publication in the fields of history, philosophy, and the social sciences, as these bear on problems of educational theory and policy. To date, the research group has been especially concerned with studies that consider education in its broadest sense, that call upon the resources of more than one scholarly discipline, and that show promise of ultimately affecting the direction and character of the American educational enterprise.

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The Institute is supported by grants from the Carnegie Corporation of New York and the Ford Foundation.

Published by the Institute
of Philosophy and Politics
of Education
Teachers College
Columbia University

notes on education

No. 2/October, 1973

The Free School Movement: A Perspective

By Lawrence A. Cremin

Is there any relation between the present-day free school movement and the progressive education movement?

About a decade ago, I published a study of the progressive education movement of John Dewey's time—the movement that began around 1890, peaked in the 1920's and 1930's, and then collapsed in the years after World War II. I am often asked, is there any relation between that movement and the free school movement today? Is there anything to be learned from a comparison? And if so, what? My answer is, we can learn a great deal.

In my study of the progressive education movement, which I titled ***The Transformation of the School,*** I put forward a number of arguments:

First, that the movement was not an isolated phenomenon in American life, not the invention of a few crackpots and eccentrics, but rather the educational side of the broader progressive movement in American politics and social thought.

Second, that the movement began in protest against the narrowness, the formalism, and the inequities of the late nineteenth-century public school.

Third, that as the movement shifted from protest to reform, it cast the school in a new mold, viewing it as (1) a lever of continuing social improvement, (2) an instrument of individual self-realization, (3) an agency for the popularization of culture, and (4) an institution for facilitating the adjustment of human beings to a society undergoing rapid transformation by the forces of democracy, science, and industrialism.

Fourth, that the movement was exceedingly diverse, enrolling men and women as different as Theodore Roosevelt, Jane Addams, Booker T. Washington, and Samuel Gompers, but that one could discern at least three major thrusts: a child-centered thrust, which peaked in the 1920's; a social-reform thrust, which peaked in the 1930's, and a scientific thrust, which peaked in the 1940's.

Fifth, that John Dewey saw the movement whole and served as the chief articulator of its aspirations—recall his little book ***The School and Society*** (1899), in which the first essay ("The School and Social Progress") reflected the social reform thrust, the second essay ("The School and the Life of the Child") reflected the child-centered thrust, and the third essay ("Waste in Education") reflected the scientific thrust.

Sixth, that the movement enjoyed its heyday during the 1920's and 1930's, that it began to decline during the 1940's, and that it collapsed during the

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At a recent meeting of the Institute of Philosophy and Politics of Education, Lawrence Cremin presented this paper, "The Free School Movement: A Perspective." His analysis was then discussed by the other members of the Institute.

1950's for all the usual reasons—internal factionalism, the erosion of political support, the rise of an articulate opposition associated with post-World War II conservatism, and the sort of ideological inflexibility that made it unable to contend with its own success.

In the original plan of my study, I included a final section addressed to the question, "Where do we go from here?" But when the time came to write it, my thoughts were not clear, so I decided to end on a "phoenix-in-the-ashes" note: If and when liberalism in politics and public affairs had a resurgence, progressive education would rise again.

Now, I did manage to work out that last section in 1965. I had a chance to give it initially as the Horace Mann Lecture at the University of Pittsburgh, and then published it in a little book called ***The Genius of American Education***. I argued there that the reason progressive education had collapsed was that the progressives had missed the central point of the American educational experience in the twentieth century, namely, that an educational revolution had been going on outside the schools far more fundamental than any changes that had taken place inside—the revolution implicit in the rise of cinema, radio, and television and the simultaneous transformation of the American family under the conditions of industrialism and urbanization. The progressives had bet on the school as the crucial lever of social reform and individual self-realization at precisely the time when the whole configuration of educational power was shifting radically. And what was desperately needed, it seemed to me, was some new formulation that put the humane aspirations and social awareness of the progressive education movement together with a more realistic understanding of the fundamentally different situation in which all education was proceeding.

By the time I wrote ***The Genius of American Education,*** a new progressive education movement was already in the making. You are all familiar with it, so I shall describe it only in the roughest outline. I would date its beginning from precisely the time I was wrestling with that last section of ***The Transformation of the School*** that I found I could not write. I would date it from the publication of A. S. Neill's ***Summerhill*** in 1960. (Incidentally, the appearance of that book marked an extraordinary event in publishing. Nothing in it was new; Neill had published more than a dozen books on education; and most of what he recommended had been tried in the progressive schools of the 1920's and 1930's. When the original publisher, Harold H. Hart, first announced the title, not a single bookseller in the country ordered a single advance copy; ten years later, in 1970, the book was selling at over 200,000 copies a year.)

The new movement began slowly, with the organization of Summerhill societies and Summerhill schools in different parts of the country. It gathered momentum during the middle 1960's, fueled by the writings of John Holt, Herbert Kohl, George Dennison, James Herndon, and Jonathan Kozol (whose book ***Death at an Early Age*** won the National Book Award in 1968). And it manifested itself in the appearance of scores of new child-centered schools of every conceivable sort and variety.

Simultaneously, growing out of the civil rights movement, there arose the political programs of black and ethnic self-determination and the so-called community free schools associated with them—Harlem Prep in New York, the CAM Academy in Chicago, and the Nairobi Community School in East Palo Alto.

By the summer of 1971 Allen Graubard, whose book ***Free the Children*** (1972) is the most recent effort to state the history and theory of the movement, was able to identify some 350 such schools and in all likelihood there are more than 500 of them today. And these are what Graubard calls "outside-the-system" schools, so that we must add many more schools, schools within schools, and classrooms within schools that are part of the public school system and variously referred to as alternative schools or community schools or open schools.

Also, during the last five or six years, we have seen a fascinating interweaving of the child-centered and political-reform themes in the literature of the movement, so that open education is viewed as a lever of child liberation on the one hand and as a lever of radical social change on the other (the interweaving is beautifully illustrated in the early issues of the West coast quarterly ***Socialist Revolution***).

At least two of the three themes of the first movement, then, the child-centered theme and the social-reform theme, have emerged full-blown in the present-day movement. Interestingly enough, however, the scientific theme of the first movement has been noticeably absent from the present version. In fact, there has been an active hostility on the part of many free school advocates toward present-day efforts to apply scientific principles to the techniques of instruction and evaluation. Whereas the progressive education movement reached a kind of culmination in the eight-year study, in which Ralph Tyler and his associates tried systematically to assess the outcomes of progressive methods, latter-day advocates of free schools have seemed on the whole uninterested in such assessment.

Interestingly, too, the radical side of

the current movement has been much more sweeping in its radicalism than was earlier the case, culminating, I would suppose, in Ivan Illich's proposal that we deschool society completely. There were radicals in the 1890's who were fairly skeptical about educational roads to reform—one of them once told Jane Addams that using education to correct social injustice was about as effective as using rosewater to cure the plague. But I have yet to find a radical at that time who wanted to do away with schools entirely; it was rather the reactionaries of the 1890's who sought that.

What is most striking, perhaps, in any comparison of the two movements is the notoriously a-theoretical, a-historical character of the free school movement in our time. The present movement has been far less profound in the questions it has raised about the nature and character of education and in the debates it has pursued around those questions. The movement has produced no John Dewey, no Boyd Bode, no George Counts, no journal even approaching the quality of the old ***Social Frontier***. And it has been far less willing to look to history for ideas. Those who have founded free schools have not read their Francis W. Parker or their Caroline Pratt or their Helen Parkhurst, with the result that boundless energy has been spent in countless classrooms reinventing the pedagogical wheel.

Further, the movement has had immense difficulty going from protest to reform, to the kinds of detailed alternative strategies that will give us better educational programs than we now have. Even Jonathan Kozol's ***Free Schools,*** which was written explicitly to help people found alternative institutions, is egregiously thin in its programmatic suggestions; while Joseph Turner's ***Making New Schools,*** which pointedly proffered a rather well-developed reformist curriculum, has not even been noticed by the movement.

Finally, the current movement has remained as school-bound as the progressive education movement of an earlier time. Even Charles Silberman's ***Crisis in the Classroom*** (1970), surely the most learned and wide-ranging analysis to be associated with the present movement (though it did not emanate from the present movement), begins with a lengthy discussion of how television writers, film-makers, priests, rabbis, librarians, and museum directors all educate but then goes on to propose the open classroom as the keystone in the arch of educational reform. Ironically, the one book to come out of the movement that appears to have comprehended the educational revolution of our time is Ivan Illich's ***Deschooling Society***. But the appearance is deceptive. Illich would like to abandon schooling in favor of what he calls educational networks, but he does not deal with the inevitable impact of the media and the market on those networks.

Now, it is easy enough to criticize, and my remarks should not be taken as a defense of the educational status quo. At the very least, the advocates of free schools have cared enough about human beings to try to make education more humane and that is to be prized. Where they have failed, it seems to me, is at the point of theory: they have not asked the right questions insistently enough, and as a result they have tended to come up with superficial and shop-worn answers.

Let me then put my question once again: What would an educational movement look like today that combined the humane aspirations and social awareness of the progressive education movement with a more realistic understanding of the nature of present-day education? What if free schools (and all other schools for that matter) were to take seriously the radically new situation in which all education inescapably proceeds? What would they do differently?

Let me venture three suggestions. First, viewing the situation from the schools outward, they would begin to contend with the fact that youngsters in the schools have been taught and are being taught by many curricula and that if they want to influence those youngsters they must be aware of those curricula. The Children's Television Workshop has a curriculum. The advertising departments of the Ideal Toy Company and Love's Lemon Cosmetics have curricula. The ***Encyclopaedia Britannica*** and the ***World Book Encyclopedia*** have curricula.

The Time-Life Science Program has a curriculum. The Boy Scouts and the Girl Scouts have curricula. Our churches and synagogues have curricula—the Talmud has been a curriculum for centuries and so has the Book of Common Prayer. And each family has a curriculum, though in many instances that curriculum may do little more than leave youngsters to the fortunes of the other educators.

To understand this is to force educators to change fundamentally the way they think about education. It means, as James Coleman and Christopher Jencks—and one should probably add Plato—have pointed out, that the school never has *tabulae rasae* to begin with, that when children come to school they have already been educated and miseducated on the outside, and that the best the school can do in many realms is to complement, extend, accentuate, challenge, neutralize, or counter (though in so doing the school does crucially important work). It means that one of the most significant tasks any school can undertake is to try to

develop in youngsters an awareness of these other curricula and an ability to criticize them. Young people desperately need the intellectual tools to deal critically with the values of a film like ***The Clockwork Orange***, or with the human models in a television serial like **Marcus Welby, M.D.**, or with the aesthetic qualities of the music of Lawrence Welk. None of this can substitute for reading, writing, and arithmetic, to be sure; but reading, writing, and arithmetic are no longer enough.

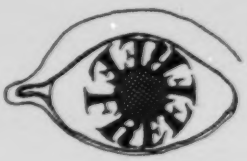
Incidentally, if one accepts this line of argument, it is utter nonsense to think that by turning children loose in an unplanned and unstructured environment they can be freed in any significant way. Rather, they are thereby abandoned to the blind forces of the hucksters, whose primary concern is neither the children, nor the truth, nor the decent future of American society.

Second, looking beyond the school, once educators took seriously the fact that we are all taught by radio and television, peer groups and advertising agencies, libraries and museums, they would necessarily become interested not only in alternative schools but in alternative education of every kind. It may well be, for example, that the most important educational battle now being fought in the United States is over who will control cable television, who will award the franchises, and what will be the public requirements associated with a franchise. Once forty to fifty channels are readily available to every American home—some of them with the capacity for responsive interchange—then what comes over those channels in the form of education or miseducation will profoundly affect *all* teaching, in schools and everywhere else. There is simply no avoiding it, and educators had best face it.

Further, if educators were to take seriously what Urie Bronfenbrenner has been saying about the extraordinary power of the adolescent peer group in American society and the need for a greater variety of adult models in the life of every child, they would press for a host of innovations, both inside the school and out. They would be more interested than they seem, for example, in peer-mediated instruction, or in summer camps, or in arrangements under which children spend time in factories, businesses, offices, or shops, with real adults doing real work, along the lines of the experiment Bronfenbrenner carried out with David Goslin at the ***Detroit Free Press***. You are doubtless familiar with the recent publication called ***Yellow Pages of Learning Resources,*** in which a whole city is seen as a potential learning environment and successive pages indicate what can be learned at an airport, a bakery, a bank, a butcher, a courtroom, a department store, and so on, all the way to a zoo. Once again, I might note that it does not take less planning and less structure to pursue these sorts of learning, it takes different plans and different structures. And without such plans and structures, there is simply no freedom.

Finally, focusing on the learner himself, once educators took seriously the fact that we are living through a revolution in which opportunities for education and miseducation are burgeoning throughout the society, they would give far more attention to the need to equip each youngster as early as possible to make his way purposefully and intelligently through the various configurations of education, with a view to the kind of person he would like to become and the relation of education to becoming that kind of person. In other words, they would do all they could to nurture an educationally autonomous individual.

I happen to think that kind of individual was at the heart of John Dewey's theory of education and central to his conception of a democratic society. And I find it not at all strange to be ending on such a note, for as critical as I have been of the progressive education movement of yesterday and the free school movement of today, I find myself much more in sympathy with the authentic aspirations of both movements—at least as articulated by Dewey—than I am opposed to them. In the last analysis, my critique is simply an effort to call the free school movement to the service of its own best ideals, and it can only learn what those ideals are by studying its own history. ■



DISCUSSION

Harold Noah: What interested me is that you didn't mention, perhaps you don't agree with, the proposition that the first progressive movement was really concerned with reforming the public schools, largely through the good example of private schools; whereas the second progressive movement is concerned with writing the public schools off and establishing a self-contained, viable, alternative set of institutions. Is that not true?

Lawrence Cremin: Well, others may have other opinions. My own reading is that there were those in the first movement, for example, the people around Caroline Pratt and the others who founded the Bank Street College of Education who were ready to write off the public schools as factories committed to mass education. On the

social reform side, the groups that founded the Manumit School and Modern School (at Stelton, New Jersey) tended to be political radicals who saw no place for them within the American system. They too were ready to write off the public schools. I would say there are parallels of both those groups today. On the other hand, bear in mind the tremendous influence of Charles Silberman's book on public-school systems throughout the nation. And consider also the efforts of a woman like Lillian Weber and dozens of educators like her, who have been devoting their energies to reforming the public schools. I think there has been a bifurcation among reformers rather than a writing off of the public schools.

Max Eckstein: The first movement, as you have described it, arose out of protest against dimensions of American life: industrialization, social change, political change, and so on, and grew into a school movement. Since the contemporary movement occurs at a time when the political isolationism of the United States no longer exists, it may be an American version of a Western European movement. I'm not saying that what has been going on in the free schools of the United States is the same or necessarily a direct function of what has been going on in Europe, but I am suggesting that it is a function of change in the status of the United States at large on the world arena and therefore is much more responsive than perhaps the earlier movement was to analogous things going on in other places. The main thing that triggered off the present movement, as you describe it, was the publication of ***Summerhill,*** but the second shot in the arm, I think, was the impact of English primary school reform, especially the Plowden Report. Within educational circles, the terms "free school," "open classroom," "British primary school," and "British infant school" are used interchangeably. It shows the tremendous power of the foreign model, at least at the rhetorical level, just as in the 1920's and 1930's, the American model inspired progressives in Europe. I see the tide operating in the opposite direction now.

Cremin: The contrast is less sharp than you would make it, though you're quite right that the English model has been extremely important in the present-day movement, and Silberman's book is pivotal in the extent to which it made the English model available to a broad American audience in a way that Joseph Featherstone's earlier articles in ***The New Republic*** had not. Silberman in a sense legitimatized the English model, grafted it onto the American progressive model, made it appropriate for American classrooms.

Noah: If we could just continue that point a little further, one has to ask why lecturers in English training colleges were able to get their ideas put into practice in the English classrooms, while the American schools of education, which in the 1930's at least were equally propagandistic, never succeeded in transforming the American school in accordance with the ideals of the professors of education.

Cremin: First, I would look for structural differences in the political control of American education and of English education. The individual school there is freer, or if it's not freer, it thinks it is freer and behaves accordingly. Second, I would look to class differences. Silberman once remarked that the English experiment on the lower class and keep the upper class hidebound in education, while Americans experiment on the upper class and keep the lower class hidebound. Third, it may be that the English are willing to try certain things in school because the English family is doing other things— recall that I've referred to this sort of thinking as a configurational approach to education. I don't know whether it's true or not. It's part of the question Max Eckstein raised in his study many years ago of discipline in English schools and its relation to discipline in English families. It's the kind of question I would ask in response to your question.

Martin Dworkin: Let me go back to something that struck me about the bibliography you gave us. At one level, it is absolutely right to see these as among the central books affecting the discussion of the free school movement and what is happening in education today. But what really struck me is how much all of these books, every single one, are secondary and tertiary works. They are actually popularizing, making merchandise of what has been happening for generations in the popular culture, of which the schools are only one part. The real revolution of the media is not the content or the package of the media, but the ways in which the media make whatever experiences they convey popular. This is the way the society chooses its curriculum; these are the modes whereby the public forms itself.

Now an educational profession and a set of classes trained by an educational profession have chosen

to say that what has been happening is a revolution in education, but I think we are focusing on only part of it. Notice, what I think a lot of the young people have been saying for a very long time is that much of what the school is doing is teaching them to read a sign that says "Keep off the grass." Now, in reading the sign they learn something of the esthetics of sign-writing. But all that the school is really teaching is a set of commandments for the order of society, for the preparation of something that is intended by whoever is developing the school. Meanwhile, the society goes forward in all of its facets doing all of its things, most of which are not called education by people who have been trained in a certain notion of what they want to call education.

The notion of intellect itself is at stake. Language, to many of the theoreticians of the film movement, verbal language, written language, especially print language, is class-ordered out of a particular tradition, archaic and ancient. There is not simply a new, direct way into the consciousness; consciousness itself is cinematic, and cinema is organically more in correspondence with the way we actually think than the enforced coherences of language. Cinema is revolutionizing the world. Making a documentary reforms the very society about which you are making the documentary. It is itself a form of transformation and is very close to Dewey's notion of what a school ought to be (though Dewey himself seems not to have understood the full implications of his view). His idea of education is not education in the schoolmaster's sense. T.S. Eliot warned that you cannot come to a lexical definition of education. Too much is going on. Lexical definitions of education are misleading because they commit us to certain ways, not simply of saying what we think education is all about but of how we implement this verbalization when we commit ourselves to the definition.

I recently read a book called ***Need Johnny Read?*** It echoes what I've been saying here about the attack upon literacy as class-oriented, as dominated by a notion of the imposition of authority upon children, not the thinking of children outward but the pressing of children's thinking into certain molds. One chapter is titled, "The Requiem for the Little Red School House." School is finished, it says. Why? Because people do not think schoolishly, they must be forced to, trained to. People think cinematically; we choose our dreams at the box office, express our wishes at the box office, form ourselves,

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I see the following as the key books of the free school movement, give or take a few (it is interesting to compare my list with John Holt's in ***Freedom and Beyond***, for example, or with the selections in the Gross anthology):

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L.A.C.

Elise Shefrin

make a drama out of politics in the way Brecht says we should. What we call literacy is a very small part of what happens in the world today. My argument is that film makers today are fostering an uncriticism, an anti-criticism, a mindlessness, so that they are not really admitting that in chaos one is the victim of any sensation that comes along.

James Kelly: One can take any number of sectors of the industrial society, schooling, cinema, television, and so on, and easily become evangelistic about the potential impact of various technologies and organizations on society. I frankly don't think that the cinema is going to change society any more than I think that schools are going to change society. I think that society owns cinema and television stations and schools. I don't see children being socialized any differently in their attitudes toward the means of production because they see Procter & Gamble ads on television instead of reading them.

I want to work up to a distinction between a literary and a social movement. I agree with Larry's analysis of the revolutionary goals involved in the free school movement, but I think that it is fundamentally and unconsciously ambivalent between, on one hand, the child liberationists, and on the other, the social reformists. My explanation for that distinction is essentially neo-Marxist or social class-oriented. I think that it is a variable that has not yet been sufficiently used to analyze why the so-called free school movement is so fragmented and isolated. One could argue that there are two different groups who are interested in what ve have discussed as the free schcol movement. They want fundamentally different things. First, there are blacks who are impatient with the rate at which they are being accepted into the middle class. They are not in any sense challenging the middle class value structure, but are interested rather in assimilating into it more quickly, and thus a reasonable control of their schooling institutions might not only provide some jobs and some political mobility, but might enable them as a group to get into the middle class faster. The child liberationists, on the other hand, are almost exclusively upper-middle-class, but not upper-class, whites who, during a decade of sudden visibility of poverty, are suffering from guilt about their standard of living and are reaching for a different system of social values that rejects class orientation. As I look at the free schools or the public schools with open classrooms (and I think the term has become a cliché), I think back to my third grade classroom, where we built log cabins while we studied pioneers, an activity which people today would call an "open classroom."

No matter what type of structure the school has, I still see a society stratifying the schools in a decentralized way, perpetuating various

segments of social values, and I see those schools imposing attitudes that are socially significant. Values may vary from school to school, but I don't see them differing as between free schools and non-free schools. For instance, the child's attitude towards structural knowledge, his expectations regarding permissible purposeful social class distinctions in society, his notions of social legitimacy and social criticism, his attitudes towards work, wealth, law, family—I don't see any strategy, philosophically or pragmatically, emerging from the free school movement which would allow children substantially to differ in these fundamental dimensions of what schools nurture. As I see it, the free school movement today is essentially a bifurcated literary movement that is not in any sense involved in a basic philosophical argument about the nature of society and the means by which culture is transmitted from one generation to another.

Cremin: I was trying to separate in the 1950's the movement, which was dead, from the ideas, which I do not think were dead; in other words, I saw a phoenix in the ashes. I took a lot of criticism for this. "The strange death of progressive education" was the generic title of the generic unfavorable review of my book, though I was not arguing that progressive education was dead, I was arguing rather that the political coalition which had maintained it in the schools had collapsed—a collapse symbolized by the death of the Progressive Education Association. Now, there is no equivalent of the Progressive Education Association today; there has been a much freer and looser organization of interests in the free school movement. And yet to say it is a literary movement is not to do away with the problem of what a movement is about and the extent to which the free school people are in touch—after all, they endorse each other's books and they echo one another's views. There is an undeniable market aspect to this, the book clubs, the paperback sales, the mutual puffing on TV talk shows, etc.

Kelly: But in terms of the political coalition issue, as I understand your writings about the progressive education movement, progressive educators captured the processes of intergenerational transmission, the major schools of education, the very sources of the definition of education; they were not writing *at* the educational establishment, they *were* the educational establishment. Today I don't see that happening. I don't think Ohio State University has changed its process of training teachers by five degrees because of John Holt.

Cremin: That's right. But somehow the reading public is reading John Holt to an extent that the reading public in the 1920's never read John Dewey. And the political impact of the larger college-educated public reading the free school literature has yet to be ascertained.

Douglas Sloan: The analogy that struck me was the early nineteenth century utopian communites that were springing up in the 1830's, 1840's and 1850's in this country, just as free schools are springing up today. These communities also did not affect the established institutions of society one whit in a direct way, but outsiders looking at them found themselves swayed in a very indirect way.

Kelly: But family form was changed by technology, not by utopia.

Sloan: I expect that is true, but it seems to me that the argument might be made that what we need in society is to encourage those aspects that do indeed nourish diversity. The free school movement may be ineffectual, but we have to recognize that it is making a stand, that it is an experimental situation, that it is fostering certain kinds of diversity. Within the established institutions it is important to work for the encouragement of ever greater pluralism. Moreover, it seems to me that one of the things in the free school movement that cannot be reduced simply by a neo-Marxist analysis is that the free schoolers today and the child-centered movement earlier were part of a reaction against formalism. And one of the ways they reacted was to try to tie into the emotional life of the child.

Noah: What is interesting to me so far in this discussion is our habit of using terms and concepts that come out of church history. Illich and all of us use the words "establishment," or "disestablishment," "evangelical"; and of course Martin Dworkin was essentially talking about the way the world is perceived, the nature of the world, how we find our way in the world, of salvation in the world, and developing one's own consciousness and abilities in the world. These are all essentially questions that the churches have dealt with. They are religious questions, and what we are seeing and have seen for the past one hundred years now, is an attempt to disestablish certain seemingly quite established ways of looking at the world and of bringing up children to look at the world, in brief, disestablishing certain processes in education. And that is why we are so concerned with alternatives. It is almost as if it were a new Protestant Reformation. There were Protestant movements that were as narrow and dogmatic as ever the Catholic Church at its most dogmatic. Some of the present reformers want to expand alternatives; some, like A.S. Neill, are extremely agnostic, while others of course are very dogmatic. The latter know precisely the product that they want, while Neill does not.

Robert McClintock: I agree with Larry's observations about the intellectual inadequacies of the free school movement, but the movement has been with us as long as it has because it has been trying to come to terms with the implications for schooling of the postwar mobility of the young; they are not keepable in a position, in a place. The school can't tie them down. You see the subways in New York City with youngsters ten years old who have the whole of New York at their command, and they can even sneak into the subway free to boot. Although the germ of it existed before World War II, I think that it is only since then that this mobility has become a pervasive phenomenon, along with youth's concomitant power to say "knock off" to anyone pushing too hard in one direction or another. To me, this means that there is a permanent base, what Marx would consider a material base for some kind of radical transformation in the schools.

And I am most interested in what you described as the three conditions for a positive school movement, one that had enough awareness of the situation to be translated into an actual undertaking. As I understand it, those conditions seem very close to what the Europeans call permanent education, where the school is adapted to what goes on in society, where educators actively and imaginatively intervene in the contemporary media to produce programs of both entertainment and instruction, affecting both the schools and the people's sense of aspiration. The kicker in the European movement for permanent education is its high cost, which is a major problem. To come to terms with the situation that exists educationally, society is going to need to consider devoting a significantly greater proportion of its gross national product to educational endeavors, nonformal as well as formal.

The earlier progressive movement occurred when there was still a major uptrend in society's willingness to increase educational spending, whereas now I think that ideas for change come at a time when society is less willing to allocate additional resources, a factor which makes me pessimistic about the possibilities of coming to terms with the problems.

Donna Shalala: Are you sure you are not lumping together everything that is not a public school and putting it under an umbrella called the free school movement?

Cremin: That's an interesting question, because part of the enterprise in my 1961 volume was to cure us of the notion that progressive education began with the Progressive Education Association. Therefore I had to find a way to a broader conception, and I found it in the notion that progressive education was the educative side of progressivism. We are too close to the present movement to say in perspective what people who did not see themselves as genuine intellectual bedfellows were really about.

Therefore I am wary of hanging a premature definition on the present movement. Each of the books in the bibliography, except for Joseph Turner's, could qualify in a survey of which books got one or more mention by all the others. In other words, if it is not a movement, it is an informal network of people who are in touch with one another, who go to the same meetings, and so on. It is not a movement in a sense of having an organization with an executive secretary, such as the Progressive Education Association had. And yet, time and again, I recall that the Progressive Education Association did not include very important elements that were in that earlier movement. Jim may say that the present movement is a literary movement rather than a social movement, but then we have to ask, what's a social movement? We have people who are in touch with one another and who seem to confirm and support one another in the effort to achieve something different, and other people within the school establishment more or less responsive to them. That is as far as I can go in responding to whether it is a movement. I use Jerome Davis as my classic source of the stages of a social movement, though we should bear in mind that most of the work on social movements was published in the 1940s and was based on the Communist and Fascist movements of that era. The work on social movements in the 1940's consisted of macro-studies; today social scientists are more prone to give us micro-studies of social movements, which also give us a limited framework for understanding the problem at hand.

Kelly: I would argue though that one must look at the process of schooling itself, empirically, without regard to the ***New York Review of Books***, ***The New York Times*** or Scribner's Bookstore or Teachers College. Out in Missouri, where I grew up and taught school, there's an elementary school. Let's just think about it for two or three minutes. Those teachers have a style of thinking that was definitely

affected by the progressive education movement of the thirties. They believe in something they call the whole child. In the 1950's and early 1960's, they were influenced by new curricula produced under the auspices of the National Science Foundation and other national organizations. Those teachers are still teaching in classrooms of twenty children; they still teach discrete subjects within a self-contained unit of instruction. Now something comes along called the free school movement, and I have very serious reservations about how much change there is in the functioning of that school now. You might have to wait for almost an entire new generation of teachers before you find a fundamental change in the character of schooling.

Again, I am trying to give some meaning to the difference between a social movement and a literary movement. I would call it a social movement when the Price Elementary School in Missouri decides that what the child should know in the sixth grade is a decision for the child and his parents, and not the school. I don't think that has happened.

McClintock: But your description assumes that the teaching staff is the school. There would indeed be a significant effect on the attitudes of the sixth grade children, but it would come through their parents, not through the schools. Their parents may have read books on student rights or similar subjects. Take the Frederick Wiseman film, "High School," for instance. That school was once a vital place. The school and staff didn't change but the attitudes of its students did, which made the staff ineffective.

Kelly: I deliberately selected the Price Elementary School in Missouri because it is located in one of the wealthiest and most mobile communities in the United States. I will stick to my contention that the children in that school have changed marginally in the attitudes that they bring to school, but not nearly as much as people are led to believe by much of the dialogue on school reform. It is a dialogue that does not have at its heart an empirical study of how teachers and students are behaving in classrooms. I think that the media and the principals and the schools of education are about as relevant to what goes on in classrooms as deans and presidents of colleges of education are to what professors and students do in schools of education. The system is designed not to change and people will stay there for a long, long time.

Cremin: This is a fundamental question that was raised in some of the best criticism of ***The Transformation of the School.*** It was summed up by Myron Lieberman's argument that the only thing that had changed in fifty years was the rhetoric, everything else had stayed the same. In other words, the only thing I had really documented was the change in the way Americans talk about education. Nevertheless, even as a literary movement, the free school movement has affected expectations and aspirations, especially because of the extent to which it appears to have profoundly influenced not only the paperback booksellers, but ***The New York Times,*** a number of the important news magazines, and several of the key publishers. Whether or not the schools themselves will change, however, and how much, obviously has yet to be determined.

Noah: One of the most intriguing things about this issue is "what if." *If* there had been a political revolution in this country, would it have been different? Would the experience of the school and of the progressive education movement have been different? My inclination would be to say, no, it would have been no different. Look at what happened in Russia. Before 1917, there was a period of something like thirteen years of the most intense underground and public agitation to change the Imperial school system, with the same arguments being made and with acknowledgement of the American, German, English and Swiss origins of the reform proposals. Then the revolution came, and for about a year everything was wide open for grabs and indeed there were some small changes in the schools. But by about 1922, the school system was back to where it had been before 1916 or 1917, and it has stayed there ever since. I met recently with Russian educators and the thing they were interested in is what they call "the activization of the learning process." Translated that means motivating the students and interesting them in what's going on in schools. So, fifty years or more after the revolution, the schools haven't changed, they're exactly the same as they have always been—and in a "communist" society.

McClintock: Harold, if your Organization for Economic Cooperation and Development committee which recently studied West German schools had continued on from West Germany to a similar study of East Germany, don't you think you would have found quite a difference?

Noah: In formal organization, yes, absolutely. Particularly in opening up the higher levels of schooling to a greater fraction of the population. But again, in East Germany, in terms of Jim's point about affecting what goes on in the classroom, very little has changed.

POSTSCRIPT

What is the free school movement? Is it a literary movement, a social movement, or both? Can it be said to include both the child liberationists and the black community control movement? Are their goals the same? Can the various groups that have been described as part of the free school movement unite to form a viable political coalition? If there were such a coalition—ranging from those who would eliminate schools entirely to those who propose far-reaching and expensive reforms—could it agree on an agenda for change, one which goes beyond opposition to the status quo?

Lawrence Cremin's appraisal and the discussion that followed pose many of these questions. Where the movement came from, where it is now, and its implications for schools and for society are issues which require the fullest consideration of educators and the public. Apart from the writings of Jonathan Kozol and Allen Graubard, who are inside the movement, there has been a notable absence of rigorous analysis. Indeed, the rhetoric of the movement disarms potential critics, who quite naturally are reluctant to appear opposed to freedom, creativity, emotional growth, and children's best interests.

Martin Dworkin's description of the anti-literacy attitude among certain film-makers raises important questions. Granted, the cinema is more easily understood than print and has far more impact on the viewer. Yet film is not necessarily a more "democratic" medium than print, because while everyone can see a film, not everyone has equal access to the process of making films that are widely seen. Is it not possible that a film culture might be more easily controlled by a relatively small number of people than a print culture? The power of the film medium itself is a problem. Children learn in school how to criticize a written document, but where do they learn to criticize the subtle persuasion of the visual image? Dworkin has written elsewhere of the need for *visual* literacy. Surely, it is a learned skill that must supplement, not supplant, print literacy.

The question of the mobility of youth raised by Robert McClintock has serious implications for parents and educators. Youth mobility used to mean running away from home, escaping parental authority by joining the military or a circus. The mobility described by McClintock is of a different order; it is the mobility of an affluent society and of a society where authority has little weight. Should parents and educators come to terms with present trends by accepting them? Should children be encouraged to believe that authority and freedom are polar opposites, rather than necessarily related in some sort of balance? What kind of a school (if any) will result, and what kind of a society? One must wonder also about the political impact of the free school movement on the rest of American society. The countercultural part of the movement vocally rejects middle-class values. Does this assault on the values of most Americans contribute to what McClintock discerns as a decreasing willingness to underwrite educational ventures? It should not be surprising that middle-class Americans are reluctant to subsidize what appears to be subversion of their life-style.

The discussion has scarcely begun. This exchange is reported in the hope that it will broaden the dialogue, enlarge the number of participants, sharpen the focus of the questioning, and ultimately help all of us to understand better the phenomenon known as the free school movement.

D. R.

A Directory of Public Alternative Schools

Arranged by state, this listing is reproduced with permission from the original publisher, the National Alternative Schools Program (NASP), School of Education, University of Massachusetts. Later this fall the NASP will issue an enlarged edition of this directory.

ALASKA

PROJECT SAVE
ANCHORAGE BOROUGH SCHOOL DISTRICT
5300 A STREET
ANCHORAGE, ALASKA 99503
907-272-1474
CONTACT: JERRY STRAUS

grades 9-12+ (until they graduate)...4 years old...100-200 students... 72% White, 20% Alaska Native Indian...75% urban, 25% suburban...9 paid staff...referral, interview selection process (panel of 2 staff and 2 students)...housed in leased building by itself..."for students with specialized needs who have not been able to get the credit they need from a regular high school and are unable to attend school unless they work at least half-time"...no grades...all students involved in some type of job experience for credit.

PROJECT CAREERS
BOX 529
DOUGLAS, ALASKA 99824
907-364-2131
CONTACT: JAMES HILL

CAREER EXTENSION
FAIRBANKS-NORTH STAR BOROUGH SCHOOL DISTRICT
BOX 1250
FAIRBANKS, ALASKA 99707
907-456-5559
CONTACT: DAYTON BENJAMIN

grades 9-12...3 years old...50-100 students...75% White, 21% Indian... 84% urban...8 paid staff...reviewed application and interview selection process...housed in a leased building by itself...state or federal funding...courses, counseling, and student workshops in ethnic cultural identity...vocational education-careers exposure courses and cooperative work experiences.

ARIZONA

EXTENDED DAY PROGRAM
TUCSON HIGH SCHOOL
400 NORTH 2ND AVENUE
TUCSON, ARIZONA 85705
702-791-6700

grades 9-12...2 years old...200-500 students...50% Spanish surname, 36% White...90% urban...15 paid staff, 2 aides... all who apply are admitted...housed in school system building with other programs, facilities public funds supplemented by state or federal money...offers high school degree program for those who wouldn't normally be able to attend because of work, etc...functions primarily after normal school hours (evenings)...full or part-time...open to all in the school district interested in obtaining a high school diploma.

PROJECT M.O.R.E.
c/o LINEWEAVER ELEMENTARY SCHOOL
461 SOUTH BRYANT
TUCSON, ARIZONA 85711
702-791-6796 (MAIN SCHOOL NUMBER)
CONTACT: ALBERT FSLAWSON

grades 9-12...1 year old...50-100 students...95% White...85% urban...10 paid staff, 3 aides...lottery with quotas selection process...housed in school system building with other school system facilities.

ARKANSAS

OPPORTUNITY SCHOOL
13TH AND PINE STREETS
LITTLE ROCK, ARKANSAS 72204

CONTACT: SHIRLEY STANCIL

CALIFORNIA

CLYDE ARBUCKLE SCHOOL
1970 CINDERELLA LANE
ALUM ROCK, CA 95116
408-259-2910

ANTHONY DORSA SCHOOL
1290 BAL HARBOR DRIVE
ALUM ROCK, CA 95122
408-259-2460

grades 1-6...more than 5 years old...more than 500 students 55% Spanish surname, 36% White...100% urban-inner city... 29 paid staff, 14 aides...reviewed application, lottery with quotas selection process...housed in a school system building with other programs...supplemented by state or federal funding...mini-school concept...extensive use of parents.

CLYDE FISCHER SCHOOL
1720 HOPKINS DRIVE
ALUM ROCK, CA 95122
408-258-6244

DONAL MEYER SCHOOL
1824 DAYTONA DRIVE
ALUM ROCK, CA 95122
408-258-8208

GRANDIN MILLER SCHOOL
1250 SOUTH KING ROAD
ALUM ROCK, CA 95122
408-258-2214

MAYFAIR SCHOOL
2000 KAMMERER AVENUE
ALUM ROCK, CA 95116
408-248-5078

Kindergarten-grade 5...more than 5 years old...more than 500 students...100% inner-city...70% Spanish surname, 20% Black... 28 paid staff, 27 aides...all who apply are admitted...public system funds supplemented by federal money...mini schools (bilingual-bicultural, multi-cultural, learning tree, maximum exposure, etc.)...extensive parent involvement.

MILDRED GOSS SCHOOL
2475 VAN WINKLE LANE
ALUM ROCK, CA 95116
408-258-8172

MILLARD McCOLLAM SCHOOL
3311 LUCIAN AVENUE
ALUM ROCK, CA 95122
408-258-1006

O.S. HUBBARD SCHOOL
1745 JUNE AVENUE
ALUM ROCK, CA 95122
408-251-1296

pre-kindergarten-grade 5...more than 500 students... 56% Spanish surname, 29% White...100% suburban...26 paid staff, 12 aides...lottery with quotas, reviewed application, interview selection process...housed in school building by itself...public funds supplemented by federal money... emphasis on individualization, behavior modification techniques...decentralized decision making...extensive parental involvement.

RICHARD CONNIFF SCHOOL
3485 EAST HILLS DRIVE
ALUM ROCK, CA 95127
408-258-2803

pre-kindergarten-grade 5...4 years old...200-500 students... 85% Spanish surname, 14% White...100% urban...13 paid staff, 15 aides...lottery with quotas selection process...housed in school system building with other programs...public school funds supplemented by state or federal funds... attempts to meet needs of the community through bilingual/ bicultural program.

PALA MIDDLE SCHOOL
149 N WHITE ROAD
ALUM ROCK, CA 95127
408-258-4996

grades 6-8...3 years old...more than 500 students... 44% Spanish surname, 42% White...100% suburban...32 paid staff, 14 aides...lottery with quotas selection process...housed in a school building by itself...public school funding supplemented by state or federal funds... extensive parental involvement.

SYLVIA CASSELL SCHOOL
1300 TALLAHASSEE DRIVE
ALUM ROCK, CA 95122
408-259-2653

kindergarten-grade 6...3 years old...more than 500 students... 50% Spanish surname, 34% White...100% suburban...34 paid staff, 31 aides...lottery with quotas selection process... housed in school system building with other programs... public school funds supplemented by state or federal money... mini schools in cultural arts, daily living, traditional areas...extensive parental involvement.

WILLIAM SHEPPARD SCHOOL
480 ROUGH AND READY DRIVE
ALUM ROCK, CA 95133
408-258-4323

GEORGE WAYNE SCHOOL
ALVISO, CA

BERKELEY COLLEGE PREPARATORY
BERKELEY HIGH SCHOOL CAMPUS
2246 MILVIA STREET
BERKELEY, CA 94704
415-644-6756

grades 10-12...3 years old...100-200 students...75% Black, 25% White...96% inner city...1 full-time, 8 part-time staff...referral, interview selection process...state or federal funding...housed in school system building with other programs, facilities.

BERKELEY HIGH CAMPUS
AGORA
BERKELEY, CA 94704
415-644-6253
CONTACT: MARIA VARGAS

EARLY LEARNING CENTER
1809 BANCROFT WAY
BERKELEY, CA
415-845-0878

grades pre-kindergarten-3...2 years old...50-100 students... 40% Black, 40% White, 10% Asian, 10% Spanish surname...100% urban...10 paid staff...quota system (age, sex, race, address, date of application) used in admission process...public system funds supplemented by federal money...housed in leased school building by itself...school has bilingual Spanish program... blended instructional and day care program...adult education classes...places particular emphasis on parents role in the school through parent representatives on parent/staff council which determines policy.

EAST CAMPUS
1925 DERBY
BERKELEY, CA
415-644-6126
CONTACT: TOM PARKER

grades 9-12...7 years old...100-200 students...50% Black, 46% White...100% inner-city...18 paid staff...interview selection process (must demonstrate some need for individualized program)...public system funds supplemented by federal money and private funding agencies...housed in school building by itself.

FRANKLIN ALTERNATIVE SCHOOL
1150 VIRGINIA STREET
BERKELEY, CA 94702
415-524-7545
CONTACT: MR. MIZUHARA

grades 4-6...4 years old...more than 500 students...42% White, 39% Black...100% inner-city...42 paid staff, 12 aides, 12 specialists)...public system funds supplemented by state or federal money...housed in school system building with other school programs, facilities.

GENESIS-BERKELEY HIGH SCHOOL
2246 MILVIA
BERKELEY, CA
415-644-6120
CONTACT: FRANCES HUNTER

grades 10-12...4 years old...50-100 students...66% White, 26% Black...60% urban, 40% suburban...7 1/2 paid staff... all who apply are admitted, up to 250 students...public system funds supplemented by federal money...housed in Berkeley High School with other school programs...wide variety in curriculum, many student initiated courses.

JEFFERSON ELEMENTARY
1400 ADA STREET
BERKELEY, CA 94702
415-644-6298
CONTACT: MARY LOGAN

kindergarten-grade 3...more than 5 years old...more than 500 students...41% Black, 35% White...100% urban...26 paid staff, 7 aides...entire school experimental...housed in own school system building...public funds supplemented by federal money...entire school with 3 models: Multi-cultural, Individual-Personalized, Modern Tradition.

JOHN MUIR SCHOOL
2955 CLAREMONT AVENUE
BERKELEY, CA 94708
415-644-6410

Kindergarten-grade 3...3 years old...200-500 students...100% urban...54% White, 45% Black...22 paid staff (4 aides)... all who apply are admitted (as space allows)...public system funds supplemented by federal funding...housed in school system building with other programs.

KARE
KING JUNIOR HIGH SCHOOL
1781 ROSE STREET
BERKELEY, CA

KILIMANJARO
1820 SCENIC AVENUE
BERKELEY, CA
415-644-6349

MALCOLM X ENVIRONMENTAL STUDIES PROGRAM
1731 PRINCE STREET
BERKELEY, CA 94702
415-644-6313
CONTACT: ROBBIE BURKE

grades 4-6...4 years old...50-100 students...5% Black, 44% White...100% urban...5 paid teaching staff...all who apply are admitted...housed in school system building with other programs...public funds supplemented by federal money...program goals are to eliminate institutional racism and deliver basic skills...multi-cultural based curriculum.

MODEL A, BERKELEY HIGH CAMPUS
2246 MILVIA STREET
BERKELEY CA 94704
415-644-6246
CONTACT: JEFF TUDISCO

grades 10-12...4 years old...400 students...56% White, 35% Black...100% urban...16 paid staff...reviewed application selection process...housed in school system building with other programs (Berkeley High School)...public funds supplemented by federal money...multi-cultural curriculum... some mandatory courses within program...students take some courses in Berkeley High School...has labs developed for basic skills development, emphasis on enhancing expression skills and academic potential...creates awareness of cultural and ethnic differences.

ON TARGET
BERKELEY HIGH CAMPUS
2246 MILVIA STREET
BERKELEY, CA 94704
415-644-6347

grades 10-12...3 years old...100-200 students...40% Black, 40% White...100% urban...1 full-time, 9 part-time staff... all who apply are admitted...housed in Berkeley High School with other programs...public funds supplemented by federal money...stresses development of positive attitudes towards career alternatives, orientation, education...provides faculty with experiences in business and industry for development of instructional materials that are "relevant and meaningful to modern day youth"...students develop ability to evaluate working conditions, develop skills in dealing with employer applications and resumes through exposure to actual working conditions.

ODYSSEY
MILBIA & STEWART AVENUE
BERKELEY, CA 94703
415-644-6229
CONTACT: BILL COLLINS

grades 7-9...4 years old...100-200 students...30% White, 30% Spanish surname, 30% Black, 10% Asian...100% urban... 6 paid staff...first come, first served selection process (w/racial quotas)...public system funding supplemented by federal money...housed in school building by itself... project centered courses, opportunity for career exploration, job orientation and work experience, High Intensity Labs to deal with all students below grade level on skills subjects, required multi-ethnic studies course, required skill labs in English and math.

SCHOOL OF THE ARTS
COMMUNITY THEATRE BLD, ROOM 102
2246 MILVIA STREET
BERKELEY, CALIFORNIA 94704
415-644-6846

grades 10-12...3 years old...200-500 students...80% urban, 20% inner-city...75% White, 15% Black...26 paid staff (some part-time).. all who apply are accepted...public system funds supplemented "outstanding productions, theatre, dance, and concerts that allow excellence and ethnic participation".

UNITED NATIONS WEST
2131 FOURTH STREET
BERKELEY, CA
415-849-3447

MAILING ADDRESS:
P.O. BOX 2267
BERKELEY, CA 94702

CONTACT: MARILYN ANDERSON

grades 9-12...more than 5 years old...50-100 students... 78% Black, 16% White...95% urban...9 paid staff...referral, reviewed application, interview selection process...housed in leased building by itself...public funds supplemented by federal money...emphasis on basic skills and cultural awareness...extensive use of television production equipment...formerly "Black House".

WEST CAMPUS CAREER EXPLORATION
1222 UNIVERSITY AVENUE
BERKELEY, CA
415-644-6192
CONTACT: CHARLES LOVELL
grade 9...2 years old...fewer than 50 students...75% Black, 25% White...100% urban...5 paid staff...reviewed application, interview selection process...public funds supplemented by federal money...housed in school system building with other programs...curriculum devoted to career exploration and awareness.

WEST CAMPUS HUI
1222 UNIVERSITY AVENUE
BERKELEY, CA
415-644-6192 (W. CAMPUS PRINCIPAL)

WEST CAMPUS WORK STUDY 98
1222 UNIVERSITY AVENUE
BERKELEY, CA
415-644-6192
CONTACT: HENRY DORSEY
grade 9...3 years old...50-100 students...95% Black... 100% urban...9 paid staff, 1 aide...referral, reviewed application, interview selection process...housed in school system building (West Campus) with other programs, facilities... public funds supplemented by federal money...additional admission criteria are low income and students with educational problems...primary emphasis on preparation for work experience.

WILLARD ALTERNATIVE
WILLARD JUNIOR HIGH SCHOOL
2425 STUART STREET
BERKELEY, CA
415-644-6305

YOGA READING 9D
1222 UNIVERSITY AVENUE
BERKELEY, CA 94702
415-644-6192
CONTACT: HENRY DORSEY
grade 9...1 year old...fewer than 50 students. .80% Black, 15% Asian...100% urban...3 paid staff...referral, reviewed application, interview selection process...housed in school system building with other facilities...public funds supplemented by federal money...provides a formal situation to teach basic skills, with yoga as a medium.

AREA H ALTERNATIVE SCHOOL
4160 EAGLE ROCK BOULEVARD
EAGLE ROCK, CA

ALTERNATIVE SCHOOL
IRVINGTON HIGH SCHOOL
41800 BLACOW ROAD
FREMONT, CA 94538
415-656-5711

ALTERNATIVE HIGH SCHOOL
FULLERTON UNION HIGH SCHOOL
210 E. CHAPMAN
FULLERTON, CA 92632
714-871-9000
grades 9-12...first year...50-100 students...83% White, 15% Spanish surname...100% suburban...3 paid staff...referral, reviewed application, interview selection process...housed in school system building with other school programs, facilities... school functions solely for underachievers, habitual absentees, etc.

COMMUNITY OPEN SCHOOL
244 E. VALENCIA
FULLERTON, CA 92633
714-871-9224
CONTACT: JOHN ROSEMAN
grades kindergarten-8...2 years old...50-100 students... 94% white, 5% Spanish surname...60% urban, 40% suburban... 3 paid staff, 2 aides...interview selection process... housed in school building with other programs...public funds supplemented by community money...extensive volunteer participation...daily "friendship group" meetings (10 kids and adult)...frequent school community meetings... consensus decision making process.

IDYLLWILD ELEMENTARY
IDYLLWILD, CA

REDWOOD HIGH ON-LOCATION PROGRAM
LARKSPUR, CA 94939
415-924-6200
CONTACT: DUNCAN McSWAIN
grade 12...4 years old...fewer than 50 students...100% White... 100% suburban...2 paid staff...all who apply are admitted... extended "classroom" throughout western states...trips up to 4 weeks in length in which students study education, art/anthropology, labor, conservation, urban, problems on location.

SEA SCHOOL
1600 ATLANTIC AVENUE
LONG BEACH, CA 90813
213-591-0581
CONTACT: BENJAMIN LEVINE
grades 10-12...2 years old...100-200 students...78% White, 10% Black, 10% Spanish surname...50% suburban, 50% urban... 10 paid staff, 3 aides...reviewed application, interview selection process...public system funds supplemented by state or federal money...housed in school system building with other programs.

ALTERNATIVE PROGRAM
LOS ALTOS HIGH SCHOOL
201 ALMOND AVENUE
LOS ALTOS, CA 94022
415-948-6601 (MAIN SCHOOL #)
grades 10-12...3 years old...fewer than 50 students...96% White...75% suburban, 25% rural...reviewed application, interview selection process...housed in one room of school system building...student initiated curriculum..."students are permitted to develop their talents in their own way. They do not feel that they are a slave of someone else's system".

CARTHAY CENTER ELEMENTARY
6351 WEST OLYMPIC BOULEVARD
LOS ANGELES, CA 90048
213-935-8173
grades 1-6...3 years old...more than 500 students 60% White, 35% Black...99% urban...28 paid staff, 24 aides... all who apply from the district are admitted...housed in school building by itself...public funds supplemented by state or federal money (Title III).

CRENSHAW ALTERNATIVE SCHOOL
5010 11TH AVENUE
LOS ANGELES, CA 90043
213-293-1488

INNOVATIVE PROGRAM
11800 TEXAS AVENUE
LOS ANGELES, CA 90025
213-687-4000 (DISTRICT #)
CONTACT: WILLIAM GREENE
grades 10-12...4 years old...165 students...85% White... 100% urban...7 paid staff...open lottery selection process... housed in school system building (University High School) with other programs...public funds supplemented by contributions from parents...large apprenticeship program.

METROPOLITAN HIGH SCHOOL
1822 EAST 7TH STREET
LOS ANGELES, CA 90021
213-623-4272
CONTACT: WILL HANSON
grades 10-12...4 years old...fewer than 50 students... 75% Black, 20% Spanish surname...100% urban, inner-city... referral, interview selection process...housed in school building by itself...public funds supplemented by state or federal money...emphasis on affective education...started as school for "problem kids," now focus has changed.

PACIFIC SHORES HIGH SCHOOL
325 SOUTH PECK
MANHATTAN BEACH, CA 90266
213-379-5421
CONTACT: GEORGE MAGNUSSON
grades 9-12...9 years old...200-500 students...89% White, 10% Spanish surname...100% suburban...16 paid staff... referral selection process...housed in school building by itself... a continuation education school designed to allow students to complete degree requirements through individualized instruction in occupational needs...special behavioral and individual needs.

COMMUNITY SCHOOL
c/o TAMALPAIS HIGH SCHOOL
MILLER AVENUE/CAMINO ALTO
MILL VALLEY, CA 94941
415-388-3292
CONTACT: DICK RAINES
grades 9-12...4 years old...fewer than 50 students...83% white, 10% Black...80% suburban, 20% rural... 1 paid staff...referral, interview selection process...housed in school system building with other school programs... emphasis on learning withthe community...weekly "helping committee" of students and director makes decisions.

FRED C. BEYER HIGH SCHOOL
1717 SYLVAN AVENUE
MODESTO, CA 95355
209-521-1660
CONTACT: DON HUNTINGTON
grades 9-12...2 years old...95% White...50% rural, 38% suburban... 116 paid staff, 8 aides...all who apply are admitted...housed in a school building by itself...school with.n a school cc. sisting of 3 components:A) daily demand scheduling B) opportunity school C) traditional...daily demand scheduling utilizes differentiated time allotments to alter length of meeting time as need directs...opportunity school students take basic subject matter with a very limited number of teachers and have a shorter day.

NEWPORT PLAN
NEWPORT HARBOR HIGH SCHOOL
600 IRVINE AVENUE
NEWPORT BEACH, CA 92660
714-548-1121
CONTACT: BOB WENTZ
grades 11,12...2 years old...fewer than 50 students...99% white...100% suburban...3 paid staff, 1 aide...first 50 who apply are admitted...housed in school system building, (one classroom) with other programs...many learning activities in community, on contract basis.

VALLEY ALTERNATIVE SCHOOL
18135 HALSTED STREET
NORTHRIDGE, CA
213-886-3103
grades 1-6...1 year old...100-200 students...70% white, 13% Spanish surname...60% suburban, 40% urban...6 paid staff, 5 aides...lottery with quotas selection system...housed in leased building by itself.

ALTERNATIVE SCHOOL
CUBBERLY HIGH
4000 MIDDLEFIELD ROAD
PALO ALTO, CA 94303
415-327-7100
CONTACT: DAVID MURPHY
grades 9-12+...3 years old...100-200 students...97% White... 100% suburban...6 paid staff...all who apply are admitted... housed in school system building with other programs...peer evaluation process among staff...elected Governing Group of 7 students and 3 teachers...efficient model of shared decision making.

PASADENA ALTERNATIVE SCHOOL
PASADENA UNIFIED SCHOOL DISTRICT
330 SOUTH OAK KNOLL
PASADENA, CA 91101
213-793-6173
CONTACT: GRETA PRUITT
kindergarten-grade 12...3 years old...200-500 students... 45% White, 35% Black, 14% Spanish surname...50% urban, 50% suburban...11 paid staff, 6 aides...lottery with quotas selection process...housed on one floor of central administration building (Education Center)...public funds supplemented by money from the University of Massachusetts...emphasis on cultural and socio-economic diversity...off-campus learning experiences and cross-age curriculum.

CENTER FOR STUDENT RESEARCH AND DEVELOPMENT
308 SOUTH CATALINA
REDONDO BEACH, CA 90277
213-372-7611

PASADENA EVENING HIGH SCHOOL
1201 SOUTH MARENGO
PASADENA, CA 91109
213-795-6981 (SCHOOL DISTRICT #)
CONTACT: PAUL FINOT
students design their own curriculum and schedules to suit their own needs...uses modular scheduling so that students can concentrate on particular areas without spreading themselves too thinly..."offers the flexibility and atmosphere conducive to a situation where teachers are free to teach and students free to learn without the rigidity of conventional schools."

LINCOLN HIGH SCHOOL
SACRAMENTO CITY UNIFIED SCHOOLS
418 P STREET
SACRAMENTO, CA 95914
916-443-4688
CONTACT: WES SORENSON
grades 10-12...4 years old...200-500 students...47% White, 27% Spanish surname...100% urban...11 paid staff, 1 aide... reviewed application, interview selection process...housed in school system building with other school facilities... public funds supplemented by federal money...continuation school stressing behavioral changes...emphasis on returning students to traditional school system.

SWAS
SIR FRANCIS DRAKE HIGH SCHOOL
1327 SIR FRANCIS DRAKE BOULEVARD
SAN ANSELMO, CA 94960
415-453-8770
grades 9-12...3 years old...100-200 students...99% White... 100% suburban...7 paid staff...lottery with quotas selection process...housed in separate building on high school campus (school within a school)...sense of community stressed... "tribe" subgroups used for both administrative and non-academic concerns.

ILIOS
2600 MELANDY DRIVE
SAN CARLOS, CA 94070
415-593-7626 (DISTRICT #)
CONTACT: BILL HAYES
grades 10-12...4 years old...50-100 students...93% White... 100% suburban...3.5 paid staff...all who apply are admitted (those with gross skill deficiencies in reading taken on a limited basis)...housed in school system building with other school programs, facilities...part-day school.

ALTERNATIVE ONE
BALBOA HIGH SCHOOL
1000 CAYUGA AVENUE
SAN FRANCISCO, CA 94112
grades 10-12...4 years old...50-100 students...55% White, 25% Black, 20% Spanish surname...100% urban, inner-city... 6 paid staff...reviewed application, interview selection process...housed in school system building with other programs.

BUENA VISTA ANNEX
1225 SHOTWELL STREET
SAN FRANCISCO, CA 94110
415-824-2048
grades 4-6...3 years old...200-500 students...37% Spanish surname, 24% Asian, 18% White, 12% Black...100% inner-city...14 1/2 paid staff, 11 aides...regular district student assignment...public system funds supplemented by state or federal money...housed in leased building by itself.

CORBETT COMMUNITY SCHOOL
500 CORBETT AVENUE
SAN FRANCISCO, CA 94114
415-621-8303
CONTACT: BEN ADAM
kindergarten-grade 7...2 years old...100-200 students ...37% White, 30% Black, 16% Asian, 10% Spanish surname... 50% urban, inner-city, 50% urban...11 paid staff, 6 aides... selection process:a) earliest date of application, b) sibling priority, c) ethnic representation, d) special need... housed in a school building by itself...public funds supplemented by state or federal money...extensive parental involvement...teacher autonomy within school...variety of learning environments.

OPPORTUNITY II HIGH SCHOOL
739 BRYANT STREET
SAN FRANCISCO, CA 94107
415-398-3242
CONTACT: HAL ABERCROMBIE
grades 10-12...3 years old...100-200 students...25% White, 25% Black, 25% Asian, 25% Spanish surname...75% inner-city, 25% urban...18 paid staff...referral, reviewed application, interview (committee of teacher and 7 students) selection process...housed in leased building by itself..."creative structure prevails"...decentralized decision making... mornings usually devoted to academic classes, afternoons to a wide variety of alternatives (intensive study, volunteer field work, paying job, college course, etc.)

OPPORTUNITY JUNIOR HIGH SCHOOL
160 SOUTH VAN NESS
SAN FRANCISCO, CA 94103
415-398-3242

grades 7-9...4 years old...100-200 students...41% Black, 33% White,15%Spanish surname...75% urban, inner-city, 25% urban...15 paid staff, 2 1/2 aides...referral, reviewed application, interview selection process-student request mandatory...housed in leased building by itself...parents advisory committee.

STUDENT DIRECTED CURRICULUM
J. EUGENE McATEER HIGH SCHOOL
555 PORTOLA DRIVE
SAN FRANCISCO, CA 94131
415-824-6001 (MAIN SCHOOL #)

grades 10-12...4 years old...50-100 students...56% White, 29% Black...100% urban, inner-city...5 paid staff, 1 aide... reviewed application, interview, recommendation selection process...housed in school system building with other programs...community placement program.

UNITY JUNIOR HIGH
115 WISCONSIN STREET
SAN FRANCISCO, CA
415-863-4680
CONTACT: THOMAS KAM

grades 7-9...2 years old...100-200 students...45% Black, 20% Spanish surname, 20% White...100% inner-city...13 paid teachers, 8 paid aides...referral, reviewed application, interview selection process...housed in leased building by itself...public funds supplemented by state grant...continuation junior high.

GROW KIDS
2070 EAST ST. CLAIRN
SAN JOSE, CA 93218
408-926-4566
CONTACT: PAUL BRINDELL

LIVE OAK HIGH-KLEINE SCHULE
7046 VIA RAMADA
SAN JOSE, CA 95139

grades 9-12...1 year old...100 students...housed in three rooms, physically isolated from the high school..."main goal is to do away with arbitrary, mechanical time restrictions on each subject, and introduce a more flexible mode of learning"...students required to take a minimum of one course in the traditional school.

LeLAND HIGH
6677 CAMDEN AVENUE
SAN JOSE, CA 95120
408-268-1313
CONTACT: MEL STEIN

operates on a cycle program with 3 phases: Man Alone, Man the Hunter, and Contemporary Man...each phase has an action component in which kids go to an appropriate environment and have a simulated experience;--an academic component (i.e., reading about man during a particular stage of his development)--and a consolidation component (i.e.,keeping a journal and publishing it at the end of each cycle).

OPEN EDUCATION PROGRAM
GEORGE HALL ELEMENTARY
130 SAN MIGUEL
SAN MATEO, CA 94020
415-397-9111

kindergarten-grade 5...90 students...90% White...3 paid staff, 2 aides...public system funds supplemented by state or federal funding...housed in 3 connecting classrooms in school building...extensive use of parents..."Open Education" based on British Infant School model...many "mini-trips" into community.

NEXUS
SAN RAFAEL HIGH SCHOOL
503 JOHNSON STREET
SAN RAFAEL, CA 94801
415-456-0150
CONTACT: WILLIAM BELDON

PACIFIC CREST
3RD AND E STREETS
SAN RAFAEL, CA 94960
415-456-0150

grades 10-12...3 years old... than 50 students...98% White... 100% suburban...2 paid staff...reviewed application selection process...state or federal funding...housed in leased building with other non-school programs...student designed curriculum.

BANCROFT ELEMENTARY SCHOOL
WALNUT CREEK, CA 94596
415-933-3405
CONTACT: ROBERT REASONER

kindergarten-grade 6...more than 5 years old...more than 500 students...85% White, 10% Spanish surname... 98% suburban...25 paid staff, 13 paid aides...all who apply are admitted...housed in school system building with other facilities...public funds supplemented by community money...unique "Instructional Goal Card" system used to decide goal priorities...extensive volunteer system (parents and student aides)...committment to meeting individual and parent needs.

COLORADO

AURORA STREET ACADEMY
1255 FLORENCE
AURORA, COLORADO 80010
303-341-4611
CONTACT: JEAN JOHNSON

grades 9-12...1 year old...50-100 students...95% White... 100% suburban...5 paid staff, 4 paid aides...referral, reviewed application, interview selection process...housed in school building by itself...contract system (no grades)... "vocational training and skills very important here"... emphasis on keeping students in school, enabling them to graduate...work experience.

ADAMS COUNTY DISTRICT #14
ALTERNATIVE SCHOOL
4720 EAST 69TH STREET
COMMERCE CITY, COLORADO 80022

CONTACT: PETER ELLSWORTH

grades 9-12...2 years old...50-100 students...50% Spanish surname, 35% White, 10% Indian...100% inner city...6 paid staff...first come, first served admission process... public system funds supplemented by state or federal money... housed in school system building with other system facilities ..."diagnostic-prescriptive teaching, community involvement".

"I" PROGRAM
2781 SOUTH LOCUST STREET
DENVER, COLORADO 80222
303-756-1347
CONTACT: DICK REED

METRO YOUTH CENTER
5590 WEST 20TH AVENUE
DENVER, COLORADO 80214
303-238-5334
CONTACT: JULIAN RAY

grades 9-12...more than 5 years old...more than 500 students (150 regularly attend at one time)...85% White, 13% Spanish surname...60% suburban, 30% urban, 10% rural... 23 paid staff...housed in a school building by itself... public funds supplemented by state or federal funding (Title I)..."program for dropouts, unemployed, and underemployed youth"...academic and vocational training linked in job-oriented program...remedial and advanced courses in basic skill areas...one of 4 centers in Denver.

SENIOR SEMINAR
EAST HIGH
1545 DETROIT
DENVER, COLORADO 80206
303-388-5601
CONTACT: EMIL ZIEGLER

grade 12...4 years old...117 students...55% White, 36% Black...70% inner city, 30% urban...5 paid staff... lottery with quotas selection process...school without walls...public funds supplemented by private funding agencies, community money...school without walls-extended trips throughout continent "to bring classroom education and the 'real world' education together".

OPEN LIVING SCHOOL
2250 EATON
EDGEWATER, COLORADO 80215
303-237-9551
CONTACT: JERRY BRYANT

pre-kindergarten-grade 8...4 years old...100-200 students... 99% White...100% suburban...7 1/2 paid staff, 7 part-time staff...interview selection process, priority for all children in a family, waiting list...housed in school building by itself...extensive use of parents, community resources...students spend much time away from school... advisory council, parent involvement groups.

EVERGREEN OPEN LIVING SCHOOL
ROUTE 2 BOX 63
EVERGREEN, COLORADO 80439
303-674-5529
CONTACT: GEORGE GAGNON

pre-kindergarten-grade 9...4 years old...100-200 students... 99% white...80% suburban...8 paid staff (10 aides)... first come, first served admission process...public system funds supplemented by community and state, or federal money... housed in school building by itself...extensive parent involvement...emphasis on building "a learning community".

HARMONY COOP G
2112 HARMONY ROAD
FORT COLLINS, COLORADO 80521
303-493-1988
CONTACT: DAVID WILKERSON

grades 9-12...3 years old...60 students...83% White, 16% Spanish surname...70% suburban, 10% rural, 20% urban... 6 paid staff...referral, reviewed application, interview selection process...public system funds supplemented by state or federal money...housed in school building by itself..."occupational work-study program aimed at potential dropouts".

DEVELOPMENT OF CONCEPTUAL MODEL OF OPEN LIVING SCHOOL
JEFFERSON COUNTY SCHOOL DISTRICT
809 QUAIL STREET
LAKEWOOD, COLORADO
CONTACT: FRANK WOOD

ALTERNATIVE EXPERIENCES UNLIMITED
LAKEWOOD HIGH SCHOOL
LAKEWOOD, COLO
CONTACT: BILL LOMBARI

grade 12...started January, 1974...54 students... 23 teachers come from regular school to lead seminars of their own choosing. ."the semester begins and ends with an Outward Bound experience (desert survival, river raft trips, etc.)..."in between each kid chooses six seminar topics with each seminar running two to three weeks"...daily journal requirement.

CONNECTICUT

PARK CITY ALTERNATIVE
45 LYON TERRACE
BRIDGEPORT, CONNECTICUT 06604
203-384-0711 EXT. 366
CONTACT: RICK MASTRONARDI

grade 11...1 year old...fewer than 50 students...65% White, 30% Black...30% inner city...3 paid staff...housed in school building by itself..."equal emphasis on affective, cognitive and psycho-motor"..."Cultural Awareness Program".

EAST HARTFORD ALTERNATIVE HIGH SCHOOL PROGRAM
c/o PENNEY HIGH SCHOOL
FORBES STREET
EAST HARTFORD, CONNECTICUT 06108
203-289-0128
CONTACT: GARY LeBEAU

grades 9-12...1st year of operation...30 students... 97% White...100% suburban...2 paid staff...lottery with quotas selection process...social service commitment of 10% of students' time.

OPERATION TURN ON
ANDREW WAIDE HIGH SCHOOL
FAIRFIELD, CONNECTICUT

CONTACT: BOB GILETTE

SAND EVERYWHERE SCHOOL
45 CANTON STREET
HARTFORD, CONN 06100
203-527-4012
CONTACT: GWEN WILKES

SHANTI SCHOOL
480 ASYLUM STREET
HARTFORD, CONN 06102
203-522-6191
CONTACT: GENE MULCAHY

grades 10-12...4 years old...50-100 students...60% White, 30% Black...40% inner city, 30% suburban, 20% urban, 10% rural...6 paid staff (3 part time)...open lottery selection process...housed in leased building by itself...regional alternative high school...students design own curriculum... weekly home-group session and school-wide evaluation task force...exists to provide students with a framework for the process of self-definition, a process dependent on the free decisions of each individual.

SCHOOL WITHIN A SCHOOL
695 NEWFIELD STREET
MIDDLETOWN, CONN 06457
203-347-8571

grades 10-12...4 years old...50-100 students...96% White... 40% suburban, 35% urban, 25% rural...7 paid staff...lottery with quotas selection process...public system funds supplemented by state or federal money...housed in school system building with other school programs, facilities.."incorporates the phase concept (dividing the school year into phases), the project concept (allowing students to get extensive experience in a subject area through projects), the P.A.M. evaluation system (performance, achievement and motivation), the community concept to create sense of community in the school, and the cooperative discipline concept involving counseling, peer group discussions, and parent involvement in school."

HIGH SCHOOL IN THE COMMUNITY
DIXWELL COMMUNITY HOUSE
197 DIXWELL AVENUE
NEW HAVEN, CN 06511
203-624-1357

LEE HIGH SCHOOL ANNEX
100 CHURCH STREET
SOUTH
NEW HAVEN, CN 06500
203-777-1711
CONTACT: LUCILLE HOGAN

TEACHER CORPS ALTERNATIVE LEARNING PROGRAM
UNIVERSITY OF HARTFORD
WEST HARTFORD, CN 06117
203-523-4811
CONTACT: BRUCE LUTSK

grades 9-12...4 years old...50-100 students...100% inner city...5 paid staff, 20 interns...referral, reviewed application selection process...housed in school system building with other programs...public funds supplemented by state or federal money...emphasis on basic skills, social skills...outside field trips...trains teachers as well as students.

THE COMMUNITY SCHOOL
P. O. BOX 47
WEST HARTFORD, CN 06117
grades 10-12...3 years old...50-100 students...100% suburban... 100% White...4 paid staff...all who apply are admitted... public system funds supplemented by state or federal money... "learning done in community around career education theme."

FLORIDA

COCONUT CREEK ELEMENTARY SCHOOL
500 NW 45TH AVENUE
POMPANO BEACH, FL
CONTACT: ELOISE BORNEY

BOOKER BAY HAVEN
SARASOTA SCHOOL SYSTEM
SARASOTA, FL

GEORGIA

DOWNTOWN LEARNING CENTER
165 WALKER STREET SOUTH WEST
ATLANTA, GA 30313
464-524-1951
grades 8-12...3 years old...100-200 students...52% White, 48% Black...60% urban, 40% suburban...13 paid staff, 2 paid aides...voluntary application, reviewed application, interview selection process...housed in school building by itself... all student learning experiences arranged through contracts... program is aimed at "uninvolved" high school students... enrollment is voluntary and contingent on negotiation of a contract between students and staff...DLC services available to all high schools in the Atlanta school system.

HAWAII

ENVIRONMENTAL STUDIES
99-339 KULAWEA PLACE
AIEA, HI 96701

KAILUA HIGH SCHOOL
451 ULUMANU DRIVE
KAILUA, HA
808-262-8151
CONTACT: FLORA TAKEKAWA

IDAHO

BOISE ALTERNATIVE SCHOOL
c/o BOISE SCHOOL DISTRICT
1207 FORT STREET
BOISE, IDAHO

ILLINOIS

LINCOLN SCHOOL
720 NORTH LINCOLN
ADDISON, IL 60103
grades K-6...more than 5 years old...200-500 students... 89% White, 10% Spanish surname...17 paid staff...all who apply are admitted (from neighborhood)...housed in school building by itself...strength lies in the development of positive attitudes toward learning and on self-directed learning.

CABRINI GREEN ALTERNATIVE
PO BOX 11085
CHICAGO, IL c 611
312-664-0295
CONTACT: RICHARD GINWRIGHT
grades 8-12...4 years old...100-200 students...100% Black... 99% inner-city...11 paid staff...all who apply are admitted ...State or federal money supplemented by private funding agencies...housed in school building by itself.

EAST WOODLAWN ACADEMY
6420 SOUTH UNIVERSITY
CHICAGO, IL 60637
312-288-2300
grades 5-8...3 years old...50-100 students...99% Black... 100% inner-city...11 paid staff...referral, interview selection process... public system funds supplemented by State or federal money (Title III)...housed in school system building with other school programs, facilities... extensive parental and community involvement...serves drop-outs and potential dropouts.

FARRAGUT OUTPOSTS
FARRAGUT HIGH SCHOOL
2345 SOUTH CHRISTIANA AVENUE
CHICAGO, IL 60623
312-762-2427
CONTACT: HARRY ERIKSON
grades 9-12...3 years old...100-200 students...75% Black, 20% Spanish surname...100% inner-city...2 paid staff at each outpost...referral selection process ..housed in leased building with other non-school programs..."entire program geared to meet individual needs of student"...4 separate programs in buildings other than regional school (3 Black, 1 Puerto Rican).

INDUSTRIAL SKILL CENTER
2815 WEST 19TH STREET
CHICAGO, IL 60623
grades 8-12...older than 5 years...200-500 students... 65% Black, 20% White...85% inner-city ...21 paid staff, 1 paid aide...referral, interview selection process... housed in school building by itself...public funds supplemented by State or federal money...uses industry personnel as teachers...seeks to develop industrial education curriculum.

METRO
537 SOUTH DEARBORN
CHICAGO, IL 60605
grades 9-12...4 years old...200-500 students...48% Black, 41% White...46% inner-city, 54% urban...25 paid staff... open lottery, reviewed application selection process... housed in leased building by itself...has large number of diversified course offerings...has a co-operative work training program to help students find themselves a marketable skill...offers many varied independent studies... makes extensive use of community resources.

OPERATION IMPACT
6800 SOUTH STEWART
CHICAGO, IL 60620
312-651-3069
CONTACT: MR. WEBB
80 students...12-15 years of age...100% Black...junior high preparatory program designed to get kids into high schools... curriculum emphasizes proficiency by all students in the basic skills to improve their chances for success in high school... attempts to improve student attitudes towards school, teachers, and themselves...program is geared to those students who are potential drop-outs.

PROJECT ROOT
FARRAGUT HIGH SCHOOL
2345 SOUTH CHRISTIANA AVENUE
CHICAGO, IL 60623
312-762-2423 (MAIN SCHOOL)

ROBERT A. BLACK SCHOOL
9108 SOUTH EUCLID
CHICAGO, IL 60618
312-375-2041
CONTACT: MR. SCHNETTLER
grades 1-8...more than 5 years old...200-500 students... 50% Black, 40% White...75% urban, 25% inner-city... 27 paid staff (9 aides)...lottery with quotas selection process.

SIMPSON SCHOOL
1100 SOUTH HOYNE
CHICAGO, IL 60612
grades 5-12...more than 5 years old...200-500 students (all female)...99% Black...100% inner-city...31 paid staff... reviewed application, interview selection process...housed in leased building by itself...State or federal funding... offers opportunities to pregnant women for continued, uninterrupted education.

WALT DISNEY MAGNET SCHOOL
4140 NORTH MARINE DRIVE
CHICAGO, IL 60613
312-525-3731
Pre-kindergarten-grade 8 (non-graded)...4 years old... more than 500 students...46% White, 30% Black, 19% Spanish surname ...100% urban, inner-city...71 paid staff, 9 aides...housed in school building by itself...available to all children in Chicago...emphasis on racial/ethnic diversity, communication arts.

WALKER MODEL EDUCATION CENTER
120 SOUTH WALKER
CLAREDON HILLS, IL 60514
312-887-1440
grades K-6...3 years old...200-500 students...99% White, 100% suburban...25 paid staff...first come, first served selection process...public system funds supplemented by State or federal money...housed in school system building with other system facilities.

GURIER ALTERNATIVE SCHOOL
UNIVERSITY CIRCLE
NORTH ILLINOIS UNIVERSITY
DEKALB, IL 60115
815-758-7431
CONTACT: KEN PLATT
Pre-kindergarten-grade 8...2 years old...325 students...93% White...80% suburban, 14% rural...22 paid staff, 600-700 student interns each year...open enrollment...public system funds supplemented by State or federal money...housed in leased building by itself...former lab school...full use of University resources...shared decision making.

MODEL SCHOOL
4 SOUTH GILFORD STREET
ELGIN, IL 60120
312-741-6800
CONTACT: THOMAS DAHLFORS
grades 7-9...3 years old...280 students...89% White...60% suburban, 20% urban, 15% rural...21 paid staff...lottery with quotas selection process...public system funds supplemented by State or federal money (Title III)...housed in school system building with other programs..."refunding doubtful"... active involvement of parents...extended trips with "counseling groups"..."open Friday"--activity arranged and carried out by student.

BUTTERFIELD SCHOOL
1441 WEST LAKE STREET
LIBERTYVILLE, IL 60048
312-362-3120
CONTACT: PAUL DOESCLER
grades 1-8...3 years old...more than 500 students...96% White ...100% suburban...44 paid staff...all who apply are admitted ...housed in school building by itself...emphasis on positive self-image and self-direction.

VAN BUREN MODEL SCHOOL
1204 VAN BUREN
MAYWOOD, IL 60153
312-681-3933
grades K-5...5 or more years old ...200-500 students...70% Black, 30% White...100% suburban...17 paid staff...all who apply are admitted...housed in school building by itself.

EXPERIMENTAL PROGRAM
OAK PARK AND RIVER FOREST
201 NORTH SCOVILLE
OAK PARK, IL 60302
312-383-0700 (DISTRICT OFFICE)
grades 9-12...3 years old...100-200 students...98% White... 100% suburban...5 1/2 paid staff...open lottery, interview selection process... housed in school system building with other programs.

QUINCY SENIOR HIGH
30TH AND MAINE
QUINCY, IL 62301
217-223-5550
CONTACT: RICHARD HAUGH
grades 11,12...3 years old...1500 students...95% White... 95% suburban...89 paid staff...all who apply are admitted... public system funds supplemented by federal money (Title III) ...housed in school building (Quincy High School #2)... 7 optional programs within school: traditional, flexible, individualized, fine arts, career, work-study, special education..."education by choice."

PROJECT TO INDIVIDUALIZE EDUCATION
1444 MAINE
QUINCY, IL 62301
217-222-3934
grades 7-12...3 years old...900 students...97% White...52% urban, 10% inner-city, 25% suburban...49 paid staff... referral, reviewed application, interview, lottery with quotas selection process...housed in school system building with other programs...public system funds supplemented by federal money (Title III)...use of community resources... teacher-advisor for each student...field experience... emphasis on positive attitude.

WELSH ELEMENTARY SCHOOL
2100 HUFFMAN
ROCKFORD, IL 61103
815-964-4712
CONTACT: STEVE GEYER
K-5...3 years old...more than 500 students...88% White, 10% Black...70% urban, 30% suburban...22 paid staff...all who apply are admitted...housed in school building by itself.

OFF CAMPUS LEARNING CENTER
7700 GROSS POINT ROAD
SKOKIE, IL 60076
312-Y06-3800 (ADMINISTRATION OFFICE)
CONTACT: MICHAEL STACK
grades 9-12...3 years old...50-100 students...99% White... 100% suburban...11 paid staff...referral selection process ...public system funds supplemented by State or federal money...housed in leased building with other non-school programs.."family involvement" each week in group therapy (both parents alone and with students)..."A special education school, serving the needs of students having social, emotional and/or behavioral disorders."

CENTER FOR SELF-DIRECTED LEARNING
385 WINNETKA AVENUE
WINNETKA, IL 60093
312-446-7000 (ADMINISTRATION OFFICE)
grades 10-12+...2 years old...100-200 students...100% White... 100% suburban...6 paid staff...lottery with quotas by class... housed in school system building with other programs... emphasis on individualization, with each student devising unique program of study..."Community Group" of 15 serves as "home base"..."Town Hall" meetings to deal with needs of entire program.

INDIANA

MONROE COUNTY ALTERNATIVE HIGH SCHOOL
1620 MATLOCK ROAD
BLOOMINGTON, IND 47401
812-336-2311
CONTACT: WANDA GOMULA

COMMUNITY JUNIOR HIGH SCHOOL
2720 CALIFORNIA ROAD
ELKHART, IND 46514
CONTACT: LEWIS MAUFFMAN
grades 7-9...4 years old...50 or less students... 67% White, 33% Black...90% inner city, 10% urban... 2 paid staff...referral (from parole, probation, etc. services), reviewed application, interview selection process...public system funds supplemented by state or federal money...housed in a donated church.

EDUCATION EXTENSION CENTER
1 S.E. NINTH STREET
EVANSVILLE, IND
CONTACT: PATRICK HENRY
grades 7-10...4 years old...50 or les students... 72% White, 20% Black...70% inner city, 28% urban... 5 paid staff...referral selection process...state or federal funding...housed in school building by itself... "for those students who have indicated an alienation toward normal school experiences and programs"... "to encourage educational and social adjustments"... reentry to regular school functions possible.

OPPORTUNITY SCHOOL
CONSULTANT CENTER
O'CONNER BUILDING--ROOM 206
FT. WAYNE, IND 46800
CONTACT: DOUGLAS BAUGH

CORE
WEST SIDE HIGH SCHOOL
9TH AND GERRY STREET
GARY, IND 46400
219-949-2353

HORACE MANN HIGH SCHOOL
524 GARFIELD STREET
GARY, IND 46403
grades 9-12...1 year old...100-200 students...65% Black, 33% Spanish surname...100% inner city...9 paid staff...all who apply are admitted...housed in school system building with other school programs (school within a school)...has special programs to to help support ethnic and cultural identity...is a one year program--seniors graduate, rest return to traditional schools...has no director--all decisions are made by concensus.

SCHOOL #5
20 NORTH CALIFORNIA STREET
INDIANAPOLIS, IND 46202
CONTACT: PAUL J. VOLK
grades 6-8...1 year old...50-100 students...60% Black, 40% White...75% inner city, 25% urban... 12 paid staff...referral, reviewed application, interview selection process...public system funds supplemented by state or federal money...housed in school building by itself.

ALTERNATE HIGH SCHOOL
650 MEIGS STREET
JEFFERSONVILLE, IND 47130
CONTACT: LLOYD FRAZER
grades 9-12...2 years old...86 students...73% White, 27% Black...50% inner city, 20% urban, 15% suburban... 8 paid staff...interview, referral selection process (all are accepted)...housed in school building by itself...serves potential dropouts...success oriented.

VAN BUREN ELEMENTARY
THE PLAINFIELD EXPERIENCE
225 SHOW STREET
PLAINFIELD, IND 46168
317-834-2575
CONTACT: BUD DEBAUN
kindergarten-grade 6...more than 5 years old...200-500 students...98% White...75% suburban...28 paid staff... all who apply are admitted...public system funds supplemented by state or federal money...housed in school system building with other school facilities... success oriented program...emphasis on individualization.

WHITNEY YOUNG STREET ACADEMY
404 S. WALNUT STREET
SOUTH BEND, IND 46619
219-289-0636

IOWA

CEDAR FALLS HIGH SCHOOL PLUS
10TH AND DIVISION STREET
CEDAR FALLS, IA 50613
319-277-3100
CONTACT: CHERYL BUDLONG
grades 10-12...2 years old...fewer than 50 students... 100% White...100% urban...3 paid staff...referral, reviewed application, interview selection process... state or federal funding...housed in school system building with other school programs, facilities... three-hour block of time.

AREA ONE VOCATIONAL TECH SCHOOL
P.O. BOX 400
CALMAN, IA 52132
319-556-5110

DUBUQUE COMMUNITY SCHOOL EXTENSION PROGRAM
1800 CLARKE DRIVE
DUBUQUE, IA 52001
319-557-2903
CONTACT: DENNIS SEATON

SCHOOL WITHOUT WALLS
NEWTON SENIOR HIGH SCHOOL
EAST 4TH STREET SOUTH
NEWTON, IA 50208
515-792-8604
CONTACT: HAROLD BERRYHILL

KENTUCKY

WESLEY ALTERNATIVE SCHOOL
838 WASHINGTON AVENUE
LOUISVILLE, KY 40206
502-587-8080
CONTACT: MARY WARFIELD
grades 7-9...3 years old...fewer than 50 students...60% Black, 40% White...90% inner-city...5 paid staff, 2 part time paid staff...referral, interview selection process... public funds supplemented by state and federal money ... housed in leased building by itself...deals primarily with drop-outs and push-outs...one of 3 alternative junior highs in Louisville.

THE BROWN SCHOOL
315 W. BROADWAY
LOUISVILLE, KY
502-581-4544
CONTACT: MARTHA ELLISON
grades 3-12...2 years old...437 students...50% White, 50% Black...60% urban, 40% inner-city...33 paid staff, 3 paid aides... interviews with quotas selection process...public system funds supplemented by private funding agencies...housed in school building by itself (9 floors of old office building)...extensive use of community resources..."emphasis on concrete learning and personal responsibility"...lower, middle and upper divisions... community board (7 parents, 5 teachers, 5 students) for decision making and governnance.

CENTRAL HIGH CONTRACT SCHOOL
12TH AND CHESTNUT
LOUISVILLE, KY 40203
502-584-6193
CONTACT: LAWRENCE WILLIAMS

TEENAGE PARENTS ALTERNATIVE PROGRAM
DEPARTMENT OF INSTRUCTIONAL SERVICES
542 W. KENTUCKY STREET
LOUISVILLE, KY 40203
502-583-6556
CONTACT: ROBERT EWING
grades 7-12...more than 5 years old...100-200 students... 90% Black...100% inner-city...9 paid staff, 2 social workers...referral, reviewed application selection process (pregnant girls)...housed in school system building with other programs...public system funds supplemented by state or federal money...comprehensive medical care.

CARTER ELEMENTARY SCHOOL
13TH STREET
MURRAY, KY 42071
502-753-5512 (MAIN SCHOOL)
kindergarten-grate 3...2 years old...50-100 students... 95% White...100% rural...7 paid staff...reviewed application, interview selection process...housed in school system building with other school programs...emphasis on helping student develop a sense of responsibility for own learning...3 classroom units, each with teacher and 20-30 students, each with own learning environment and curriculum.

LOUISIANA

GATEWAY SCHOOL NO. 1
1913 ST. CLAUDE AVENUE
NEW ORLEANS, LA 70116
504-944-0234
CONTACT: MARION RABB

grades 9-12...4 years old...100-200 students...99% Black...84% inner city, 15% urban...13 paid staff... first come, first served selection process...housed in a leased school building by itself...public system funds supplemented by community money...policy-decision making committee of parents, teachers, students, and community leaders..."structured around school without walls concept of education"...extensive reading program.

GATEWAY II HIGH SCHOOL
3601 CAMP STREET
NEW ORLEANS, LA 70115
504-895-4807
CONTACT: ALAN GUMA

NEW ORLEANS FREE SCHOOL
1120 BORDEAUX
NEW ORLEANS, LA 70115
504-899-0452

6 1/2 years old...fewer than 50 students...60% White, 40% Black...100% urban...5 paid staff...quota (race, sex, age) selection process...housed in school building by itself.

MAINE

ALTERNATIVE LEARNING PROGRAM
868 MAIN STREET
WESTBROOK, MAINE 04092
CONTACT: LIONEL BERUBE

grades 7-12...1 year old...50 or fewer students... 100% White...100% suburban...10 part time staff and director...all who apply are admitted...housed in a leased building with other non-school programs...works with actual and potential drop-outs..."most students work individually with a tutor and have jobs in the community".

MARYLAND

HARBOR CITY LEARNING
101 W 24TH
BALTIMORE, MD 21218
301-467-4000 (BOARD OF EDUCATION)

grades 8-12...1 year old...600 students...90% Black...100% inner city...24 paid staff...referral, reviewed application, interview selection process... public system funds supplemented by state or federal money...main office housed in non-school building...consolidation of 3 previous alternatives...basic skills plus work-study curriculum, providing paid jobs for students through manpower funds.

MASSACHUSETTS

McCARTHY-TOWNE SCHOOL
CHARTER ROAD
ACTON, MASS 01720
CONTACT: J. PARKER DAMON

3 years old...more than 500 students, ages 5-12... 99% White...100% suburban...29 paid staff, 11 aides... open admission with quotas...housed in school building by itself...extensive use of volunteers...classes attempt to deal with social issues...strong approach to basic skills type learning experiences...most decisions made by concensus of staff...local school budget control...redefinition of elementary school staffing patterns.

PARMENTER SCHOOL
IRVING STREET
ARLINGTON, MASS 02174
617-646-1000
CONTACT: MR. LAMEREAU

kindergarten-grade 7...4 years old...200-500 students... 99% White...100% suburban...28 paid staff...all who apply are admitted.. housed in school system building with other programs..."consists of open education classrooms that provide a limited amount of time for students to develop and pursue areas of curiosity that they find personally attractive"..alternative programs, not an entire alternative school.

SATELLITE JUNIOR HIGH SCHOOLS
(SPY POND EAST AND CENTRAL SCHOOL)
14 ACADEMY STREET
ARLINGTON, MASS 02179
617-646-1000
CONTACT: NED SCHOFIELD

grades 7-8...4 years old...100-200 students...90% White...75% suburban, 25% urban...17 paid staff... open lottery selection process.

GEORGE BANCROFT
150 APPLETON STREET
BOSTON, MASS 02118

kindergarten-grade 8...more than 5 years old... 100-200 students...40% Black, 39% White, 15% Spanish surname...100% inner city...11 paid staff...all who apply are admitted...public system funds supplemented by community money...housed in school system building with other programs...extensive community support.

COPLEY SQUARE HIGH SCHOOL
150 NEWBURY STREET
BOSTON, MASS 02100
617-267-9305

THE METROPOLITAN EDUCATION CENTER ANNEX
300 LONGFELLOW HALL
BOSTON, MASS
617-227-5362

grades 8-9...3 years old...100-200 students...55% White, 25% Black, 10% Asian, 10% Spanish surname... 50% urban, 50% suburban...9 paid staff, 3 paid aides... all who apply are admitted...housed in leased building by itself...public system funds supplemented by private, community and state or federal funding..."community-experiential based programs for diverse groups"... emphasis on diversity..."sequenced experiences to generate discourse, cognitive growth, cooperative learning and commitment to action".

ITHAKA SCHOOL
17 E. ELM STREET
BROCKTON, MA 02401
617-588-7800
CONTACT: KEN SENNETT

grades 9-12...2 years old...50-100 students...100% urban... 98% White...5 paid staff, referral, reviewed application, interview selection process (students and group interviews) housed in leased building by itself.

SCHOOL WITHIN A SCHOOL
110 GREENOUGH STREET
BROOKLINE, MASS 02146
617-734-1111 EXT 477
CONTACT: DIANE RYAN
grades 10-12...4 years old...50-100 students... 91% White...96% suburban...5 paid staff...referral, interview selection process...public system funds supplemented by state or federal funding...housed in school system building with other programs... flexible curriculum.

PROJECT SPACE
186 HAMPSHIRE
CAMBRIDGE, MASS
617-868-2100
CONTACT: ELIZABETH JOHNSON

CAMBRIDGE ALTERNATIVE SCHOOL
50-54 ESSEX STREET
CAMBRIDGE, MASS 02139
617-492-8000 EXT 252
grades kindergarten-5...2 years old...150 students... 48% White, 25% Black, 27% other minorities...100% urban...9 paid staff...lottery with quotas selection process...local school district funding...housed in old school system building...parents have active role in school through a parent council.

CAMBRIDGE PILOT SCHOOL
1700 CAMBRIDGE AVENUE
CAMBRIDGE, MASS 02138
617-491-4344
CONTACT: RAY SHURTLEFF
grades 9-12...more than 5 years old...100-200 students... 71% White, 26% Black...100% urban...11 paid staff... stratified random lottery selection process...housed in school system building with other programs...emphasis on cultural diversity...all involved in decision making ... wide variety of learning experiences...advisory groups meet weekly to discuss school policy and program, personal and group concerns.

CITY
675 MASSACHUSETTS AVENUE
CAMBRIDGE, MASS 02139
617-867-0478
CONTACT: ERMA BALLANTINE
kindergarten-grade 5...3 years old...180 students... 99% White...100% rural...9 paid staff...lottery with quotas selection process...housed in school system building (one wing) with other school facilities, programs...emphasizes individualized approach...strong parent support and participation.

CENTERVILLE ELEMENTARY SCHOOL
BAY LANE
CENTERVILLE, MASS 02632
617-775-2890
CONTACT: DAVE CROSBY

MASSACHUSETTS EXPERIMENTAL SCHOOL SYSTEM
460 BLUE HILL AVENUE
DORCHESTER, MASS 02121
617-440-9680

RAPHAEL HERNANDEZ SCHOOL
COLUMBIA ROAD
DORCHESTER, MASS 02122
617-427-4116

WILLIAM MONROE TROTTER SCHOOL
135 HUMBOLDT AVENUE
DORCHESTER, MASS 02174
617-427-3180
CONTACT: ISABELLA RAVENNELL
pre-kindergarten-grade 5...more than 5 years old... more than 500 students...52% Black, 48% White...80% inner city, 20% urban...57 paid staff...public system funds supplemented by state or federal money...housed in a school building by itself.

GLOUCESTER COMMUNITY DEVELOPMENT CORP.
P.O. BOX 15
GLOUCESTER, MASS 01930
617-283-2503
CONTACT: ALFRED DURER

HOLYOKE STREET SCHOOL
176 RACE STREET
HOLYOKE, MASS 01040
CONTACT: PAULA

BARNSTABLE HIGH SCHOOL
744 W. MAIN STREET
HYANNIS, MASS

LEXINGTON HIGH SCHOOL
EDUCATION WITHOUT WALLS
251 WALTHAM STREET
LEXINGTON, MASS 02173
617-862-7500 EXT 302
CONTACT: FREDERICK BOYLE
grades 10-12...4 years old...100-200 students... 98% White...99% suburban...2 full-time, 10 part-time paid staff...all who apply are admitted...housed in school system building with other system facilities.

INDEPENDENT LEARNING CENTER
OLD ROCHESTER REGIONAL HIGH SCHOOL
MARION ROAD
MATTAPOISETT, MASS 02739
617-758-3745
CONTACT: STEVE AUBURN
grades 8-12...3 years old...42 students...98% White ... 100% suburban...4 paid staff...lottery with quotas selection process...housed in school system building with other school facilities, programs...started as Bent Twig school (K-12) in 1971...student integrates courses offered in traditional school with those offered at and with independent projects...learning plans and self-evaluation each quarter...community meetings, "trip weeks".

ALTERNATIVE PROGRAM
609 WEBSTER STREET
NEEDHAM, MASS 02194
617-449-4750 EXT 36
grades 10-12...3 years old...50-100 students... 100% White...100% suburban...4 paid staff...open admission with counseling, interview...housed in school system building with other system facilities... federal grant proposal submitted to link with inner city school...extensive use of volunteers.

ALTERNATIVE PROGRAM
NEEDHAM SENIOR HIGH SCHOOL
609 WEBSTER STREET
NEEDHAM, MASS 02192
617-449-4750
CONTACT: DAVE SZENDSEN
grades 10-12...4 years old...100-200 students...100% white...100% suburban...4 paid staff...lottery with quotas selection process...housed in school system building with other school programs, facilities.

BARRY HOUSE PROJECT
NORTH HIGH SCHOOL
NEWTONVILLE, MASS 02158
617-969-9810
CONTACT: MANSON HALL

THE ALTERNATIVE HIGH SCHOOL
SHARON SENIOR HIGH SCHOOL
POND STREET
SHARON, MASS 02067
413-784-3810
CONTACT: DAVE NELSON

THE ALTERNATIVE ELEMENTARY SCHOOL
45 WILSHIRE DRIVE
SHARON, MASS 02067
617-784-3810
CONTACT: FRED BELLOWS

MURRAY ROAD (ANNEX OF NEWTON NORTH HIGH SCHOOL)
35 MURRAY ROAD
NEWTON, MASS 02165
617-244-6279
grades 10-12...more than 5 years old...50-100 students... 97% White...100% suburban...9 paid staff...usually all who apply are admitted...housed in school building by itself... no director-decisions made by staff...curriculum emphasizes interdisciplinary studies, college preparatory, and human relations courses.

HOME BASE SCHOOL
465 MT. AUBURN STREET
WATERTOWN, MASS 02172
CONTACT: JOHN SAKALA
grades 9-12...3 years old...100-200 students...100% White...100% suburban...7 paid staff...stratified random selection process...public system funds supplemented by state or federal money...housed in a leased building with other non-school programs... only existing alternative to traditional public high school...curriculum emphasis on interdisciplinary studies, basic skills, career and vocational education, college preparatory courses.

ADJUNCT SCHOOL
C/O NORTH HIGH SCHOOL
46 SALISBURY STREET
WORCESTER, MASS 01608
617-798-0917
grades 10-12...2 years old...50-100 students...91% White...100% inner city...5 paid staff...all who apply are admitted...housed in school system building with other system programs, facilities.

WORCESTER ALTERNATIVE SCHOOL
31 ELIZABETH STREET
WORCESTER, MASS 01600
CONTACT: WILLIAM ALLARD
grades 9-12...3 years old...100-200 students... 94% White...80% inner city, 20% urban... 8 paid staff, 2 paid aides...lottery with quotas selection process...housed in school system building with other system facilities...structured around advisor system... credits on point system...students choose learning experiences from any class in city, college courses, internships, independent study, learning experiences on site...school policy set in "town meetings"... wide diversity in student body from academic high achievers to drop-outs.

MICHIGAN

LAPHAM ELEMENTARY
15150 HURGER
ALLEN PARK, MICH
313-383-3306
pre-kindergarten-grade 6...1 year old...200-500 students...97% White... 100 % suburban...14 paid staff, 3 paid aides...public system funds supplemented by community, state or federal funding...housed in school building by itself.

ANN ARBOR COMMUNITY HIGH SCHOOL
401 NORTH DIVISION
ANN ARBOR, MICH 48104
313-665-0681
grades 9-12...2 years old...400 students...90% White...50% urban , 50% suburban...27 paid staff...all who apply are admitted... housed in school building by itself...extensive variety of community resources available(2000)...emphasis on using community as classroom.

EARTHWORKS
995 NORTH MAPLE ROAD
ANN ARBOR, MICH 48103
313-665-7333
CONTACT: ALLAN SCHREIRER

OAKLAND PREP SCHOOL
7001 BURLINGAME
DETROIT, MICH 48204
313-933-3250
CONTACT: IRENE ROBINSON
grades 7-12...2 years old...100-200 students...95% Black... 18 paid staff...referral, reviewed application, interview selection process...federal funding...housed in leased building by itself... works primarily with drop-outs, sometimes "recruited" off the streets.

REGION 7 MIDDLE SCHOOL
8030 EAST OUTER DRIVE
DETROIT, MICH 48213
313-494-1000(BOARD OF EDUCATION NUMBER)
CONTACT: DOROTHY FISHER
grades 5-8...400 students...3 years old...20 paid staff... has media, career, reading, speech and instrumental learning centers...has parent-student staff council to implement purposes of the school...50% Black, 50% White...100% urban... housed in leased building by itself...first come, first served selection process with quotas by grade, sex and race.

BAILEY SCHOOL
300 BAILEY STREET
EAST LANSING, MI 48823
517-332-2711
CONTACT: WARREN STARR
grades K-5...225 students...14 staff...parent volunteers...more than 5 years old...100% suburban...90% White...all who apply are admitted.. housed in school building by itself.

CENTRAL SCHOOL
325 WEST GRAND RIVER
EAST LANSING, MICH 48823
517-332-1614
CONTACT: DALLAS WEGENER
kindergarten-grade 5...more than 5 years old...100-200 students... 98% White...100% suburban...11 paid staff...administrator approval selection process...community(30%) and state(20%) funding... housed in school building by itself...emphasis on individualized instruction and parent involvement(200 parents "on call")... extensive use of community resources.

GLENCAIRN SCHOOL
509 BURCHAM DRIVE
EAST LANSING, MICH
517-351-6241

WHITEHILLS SCHOOL
509 BURCHAM DRIVE
EAST LANSING, MICH
pre-kindergarten-grade 5...more than 5 years old...100-200 students... 87% White, 10% Spanish surname...100% suburban...11 paid staff... all who apply are admitted, if room...public system funds supplemented by state or federal money...housed in school building by itself...one of nine elementary schools who have a permeable boundary policy district-wide.

ALTERNATIVE EDUCATION HIGH SCHOOL
SARRIS FOOD CENTER
1231 EAST KEARSLEY
FLINT, MICH 48502
313-238-1631
CONTACT: HUBERT EDWARDS
grades 10-12...1 year old...50-100 students...60% White, 40% Black...99% inner city...9 paid staff...lottery with quotas selection process...public system funds supplemented by state or federal money and private funding agencies...housed in school system building with other school programs, facilities ..."Family Groups"(25 students and advisor) function as support groups...learning experiences include mini-courses, depth courses, independent study, internships in the community and outside experiences...learning contract system.

PERSONALITY IMPROVEMENT PROGRAM
FLINT COMMUNITY SCHOOLS
923 EAST KEARSLEY
FLINT, MICH 48500
313-238-1631

TEMPORARY ALTERNATIVE EDUCATION PROGRAM
1300 LEITH STREET
FLINT, MICH 48505
313-238-1631
CONTACT: CURT SOPER

WALKER OPEN SCHOOL
817 EAST KEARSLEY STREET
FLINT, MICH 48503
313-232-5852
CONTACT: DORIS ORR
kindergarten-grade 6...2 years old...200-500 students...63% White, 37% Black...90% urban, 10% inner city...8 paid staff... open lottery selection process(student body representative of total city population)...housed in school system building with other school programs, facilities...a parent initiated alternative based on the open classroom...extensive use of community resources.

CONTRACT LEARNING
GRAND RAPIDS PUBLIC SCHOOLS
143 BOSTWICK N.E.
GRAND RAPIDS, MICH 49502
616-456-4700(INFORMATION NUMBER)

ENVIRONMENTAL STUDIES CENTER
BLANFORD NATURE CENTER
1715 HILLBURN AVENUE, N.W.
GRAND RAPIDS, MICH 49504
grade 6...1 year old...29 "gifted" students...86% White, 14% Black...76% urban, 24% inner city...2 paid staff...referral, lottery with quotas selection process...housed in school system building with other school facilities...outgrowth of Public Museum Program.

LIVING ARTS CENTER
725 MORRIS AVENUE
GRAND RAPIDS, MICH 49503
grades 7-12...3 years old...80-100 students...50% Black, 47% White...48% inner city, 40% urban...13 paid staff...referral, reviewed application, interview selection process...public system funds supplemented by state or federal money...housed in school system building with other school facilities.

OUTDOOR EDUCATION PROGRAM
EDUCATIONAL PARKE
C/O GRAND RAPIDS JUNIOR COLLEGE
GRAND RAPIDS, MICH 49502
616-456-4824

PARK SCHOOL
1215 E. FULTON
GRAND RAPIDS, MI 49503
616-458-1129
CONTRACT: RON CALSVEEK
grades 7-12...6 years old...200-500 students...50% Black, 47% White...50% inner-city, 25% urban, 15% suburban...10 paid staff...all who apply are admitted...public system funds supplemented by state or federal money...housed in leased building with other non-school programs...provides for special needs during pregnancy as well as regular high school curriculum.

WALLBRIDGE ACADEMY
1024 IONIA N.W.
GRAND RAPIDS, MI 49502
grades 6-12...9 years old...250 students...80% inner-city, 20% urban...49% White, 45% Black...14 paid staff, 8 paid aides...all who apply are admitted up to 180 students, plus 70 slots saved for suspension cases...public system funds supplemented by state or federal money...housed in school building by itself...use of contracts, token economy system.

DEFER ELEMENTARY SCHOOL
DISCOVERY PROGRAM
15425 KERCHEVAL
GROSSE POINTE, MI 48230
313-886-5454
CONTACT: LINDA SCHOONBECK
kindergarten-grade 6...3 years old...100-200 students...100% White...100% suburban...6 paid staff...referral selection process (parent signatures and teacher recommendation required)... housed in school system building with other school programs... based on open classroom concept.

ACADEMIC INTEREST CENTER
LANSING SCHOOL DISTRICT
500 W. LENAWEE STREET
LANSING, MI 48933
517-485-8161
CONTACT: WILLIAM HELDER
grades 10-12...4 years old...200-500 students...85% White, 10% Black...80% urban, 20% inner-city...approximately 25 paid staff...all who apply are admitted...public system funds supplemented by private funding agencies...housed in school system building with other school programs, facilities... supplement to Lansing high schools...offers desired courses not available in traditional high school.

ALTERNATIVE SCHOOL
519 WEST KALAMAZOO ST.
LANSING, MICH 48900

MOUNTAIN FREE HIGH SCHOOL
106 EAST NORTH STREET
LANSING, MICH 48906
517-489-4777

RE-ENTRY
519 KALAMAZOO
LANSING, MICH 48900
517-489-3212
CONTACT: MR. ROUSSEAU
consists of 6 autonomous centers: 4 senior high and 2 junior high centers...5 years old.

ALTERNATIVE LEARNING PLAN FOR
HIGH SCHOOL AGE(ALPHA)
29530 MUNGER
LIVONIA, MICH 48152
313-522-6080
CONTACTS: DENNIS SPARKS, MISS BARRY

grades 10-12...2 years old...50-100 students...100% White... 100% suburban...2 paid staff(4 second semester)...open enrollment with quotas...housed in school system building (Instructional Materials Center) with other school facilities...oriented toward humansitic education...'independent study, work experience,and increased use of community resources."

KINEWA MIDDLE SCHOOL
4006 NORTH OKEMOS ROAD
OKEMOS, MICH 48864
517-349-9220
CONTACT: DR. GLEN GERARD

grades 6-8...4 years old...more than 500 students...95% White...90% suburban...45 paid staff... all who apply are admitted...housed in school building by itself...3 alternatives under one roof(structured, student and teacher directed, open).

ALTERNATIVE EDUCATION PROGRAM
101 E PIKE STREET
PONTIAC, MI 48058

CONTACT: ROBERT SIGGAL

grades 7-12...more than 5 years old...300 students...74% inner-city, 15% urban, 10% suburban...50% Black, 40% White, 10% Spanish surname...8 apid staff, 2 aides...referral, reviewed application, interview selection process...public system funds supplemented by state or federal money and private funding agencies...housed in school system building with other system programs, facilities...classes offered for those unable to function within a regular school setting, teen-age mothers, those in need of bi-lingual education, and night classes for those unable to attend school during the day.

WHITMER HUMAN RESOURCES CENTER
60 PARKHURST STREET
PONTIAC, MICH 48058
313-338-9151
CONTACT: DR. PETERSON

pre-kindergarten-12+...3 years old...more than 500 students... 45% Black, 45% White, 10% Spanish surname...100% inner city ...110 paid staff, 80 aides...all who apply are admitted... public system funds supplemented by community, state, or federal money and state or federal funding...housed in school system building with other school programs, facilities... community education, open-plan elementary school plus extensive adult education.

SOUTHFIELDS EXPERIMENT IN THE
EXPLORATION OF KNOWLEDGE
24675 LAHSER ROAD
SOUTHFIELD, MICHIGAN 48075
313-354-7475
CONTACT: RICHARD MILLER

grade 12...3 years old...14 students...96% White...100% suburban...2 paid staff(1 part-time)...reviewed application, interview selection process...housed in school system building with regular programs, facilities..."part day program affording students increased freedom to explore."

PROJECT SEE
WYANDOTTE PUBLIC SCHOOLS
2101 GROVE
WYANDOTTE, MI 48192
313-284-8363

students from all grade levels...3 years old...uses cross-age tutoring...curriculum centers around environmental studies...funding through Title III federal funds...multi-age groups of students are organized into QUEST teams to study the environment and its management...have developed environmental lesson packages called GREEPS (Groovy Environmental Education Packages) for use in the classroom.

MINNESOTA

CLOQUET SENIOR HIGH SCHOOL LIFE CENTER
1000 EIGHTEENTH STREET
CLOQUET, MIN 55720
218-879-3393
CONTACT: BOB STEVENS

grades 10-12...3 years old...60 students...80% White, 20% Indian...90% suburban, 10% rural (small community)... 3 1/2 paid staff...referral, reviewed application, interview selection process...community and state or federal funding...housed in school system building with other programs...primarily for potential dropouts...emphasis on giving student positive self-image, often through granting responsibility.

MINNETONKA HIGH SCHOOL
SCHOOL WITHIN A SCHOOL
261 SCHOOL AVENUE
EXCELSIOR, MIN 55331
612-479-5965
CONTACT: BEN SCHULTENOVER

grades 10-12...4 years old...110 students...100% White...100% suburban...4 paid staff...reviewed application, interview selection process...housed in school system building with other programs...emphasis on student involvement in process of his or her education...use of community resources.

MINI SCHOOL
MINNETONKA HIGH SCHOOL
261 SCHOOL AVENUE
EXCELSIOR, MIN 55331
612-479-5965

grades 10-12+...100-200 students...100% White...90% suburban....4 paid staff...referral, reviewed application, interview selection process...public system funds supplemented by community and state or federal money...housed in school system building with other school programs, facilities...for students in special need of individualized attention.

WILSON SCHOOL
MANKATO STATE COLLEGE
MANKATO, MIN 56001
507-387-3461
CONTACT: JOE SCHULZE

pre-kindergarten-grade 12+...6 years old...more than 500 students...99% White...90% urban...43 paid staff... referral, reviewed application, interview selection process...housed in school building by itself... state funding...extensive use of student teachers... social service requirement..."an experiment in freedom and discipline"...lab school.

UNITY ALTERNATIVE SCHOOL
2507 FREMONT AVENUE, N
MINNEAPOLIS, MIN 55411
612-529-9267
CONTACT: DAVID OPP

grades 7-9...1 year old...40 students...60% White, 24% Black, 16% Indian...100% inner city...7 paid staff...screening selection process...public system funds supplemented by state or federal money and private funding agencies...housed in a leased building with other non-school programs..."serves those chronically truant, predisposed to delinquent behavior, and disruptive to traditional school setting".

URBAN ARTS PROGRAM
807 NE BROADWAY
MINNEAPOLIS, MN 55413
612-348-6257
CONTACT: WALLACE KENNEDY

grades 7-12...4 years old...200-500 students...82% White... 70% urban, 20% inner-city...32 paid staff...reviewed application, interview selection process (auditions for some courses) ...public system funds supplemented by private funding agencies and community money...housed both in leased building and school system building with other school and non-school programs... program utilizing professional artists within community.

THE MARCY OPEN SCHOOL
711 11TH AVENUE S.E. AND 8TH STREET
MINNEAPOLIS, MN 55414
612-333-6367
CONTACT: HAROLD BENSON

kindergarten-grade 6...261 students...10 staff...local and federal funds...founded spring 1971...part of SEA (Southeast Alternatives).

MOTLEY ELEMENTARY
915 DARTMOUTH AVENUE, SE
MINNEAPOLIS, MN 55400
612-331-7966
CONTACT: BETTY JO ZANDER

NORTHSIDE STREET ACADEMY
2301 OLIVER AVENUE, N
MINNEAPOLIS, MIN 55411
612-522-4417
CONTACT: MIKE MOSCHOGIANIS
grades 9-12...3 years old...fewer than 50 students... 76% White, 20% Black...60% urban, 40% inner city... 4 paid staff...referral, reviewed application, interview selection process...public system funds supplemented by community money and private funding agencies... housed in a school building by itself...works primarily with drop-out and alienated population.

STUDENT SUPPORT PROGRAM
FRANKLIN HIGH SCHOOL
MINNEAPOLIS, MIN

PRATT MOTLEY ELEMENTARY
66 MALCOLM AVENUE, SE
MINNEAPOLIS, MIN 55414
612-331-7966
CONTACT: BETTY JO ZANDER
kindergarten-grade 6 ...4 years old...200-500 students... 74% White, 22% Black...75% inner city, 25% urban... 22 paid staff, 15 paid aides...all students admitted from SE attendence area (open enrollment)...public system funds supplemented by community and state or federal money...housed in school building by itself... continuous progress elementary (2 separate buildings)... required classes in morning, options in afternoon.

SCHOOL OF SURVIVAL
NORTH HIGH SCHOOL
1500 JAMES AVENUE, N.
MINNEAPOLIS, MIN 55411
612-588-0871
CONTACT: BARBARA FRASER
grade 10 ... 2 years old...100 students...100% inner city... 6 paid staff, 4 aides...referral, interview selection process...state or federal funding...housed in school system building with other programs..."basic skills emphasized, with wide variety of other classes and activities"...60% job placement within community.

SOUTHEAST FREE SCHOOL
1209 4TH STREET, SE
MINNEAPOLIS, MIN 55414
612-331-6981
CONTACT: TONY MORLEY
kindergarten-grade 12...3 years old...100-200 students... 81% White, 14% Black...63% urban, 35% inner city...20 paid staff...interview selection process...public system funds supplemented by federal money...housed in leased building with other non-school programs...one of Southeast Alternative schools...encourages social and political awareness.

TUTTLE CONTEMPORARY SCHOOL
1042 18TH AVENUE, SE
MINNEAPOLIS, MIN 55414
612-331-1309
CONTACT: ART LAKODUK
pre-kindergarten-grade 6 and 10-12+...3 years old... 200-500 students...80% urban, 20% inner city...19 paid staff...all who apply are admitted...public system funds supplemented by community and state or federal money...housed in school building by itself...organized, sequenced curriculum...community involvement.

EDINA OPEN SCHOOL
COUNTRYSIDE ELEMENTARY
5701 BENTON AVENUE
MINNEAPOLIS, MIN
612-929-7849
CONTACT: EUGENE DAVIS
kindergarten-grade 6...1 year old...50-100 students... 100% White...100% suburban...5 paid staff...lottery with quotas selection process...housed in school system building with other school programs, facilities... extensive parental involvement.

LINCOLN LEARNING CENTER
1225 PLYMOUTH AVENUE, N
MINNEAPOLIS, MIN 55411
612-521-4741
CONTACT: DUANE RAUNBERG
grades 7-9...more than 5 years old...fewer than 50 students...45% Black, 45% White, 10% Indian... 100% inner city...9 paid staff...referral, reviewed application, interview selection process...public system funds supplemented by community, state or federal, and private money...enrollment limited to "academic underachievers"...provides for "on the job" work experiences in business and industry

MARSHALL-UNIVERSITY HIGH SCHOOL
1313 SE 5TH STREET
MINNEAPOLIS, MIN 55414
612-378-1824
CONTACT: BILL PHILLIPS
grades 7-12...more than 5 years old...more than 500 students...77% White, 20% Black...97 paid staff...all who apply are admitted...public system funds supplemented by state or federal money...housed in school building by itself. "We have expanded the framework of a regular city school to include a wide range of legitimate options and alternatives."

LORING-NICOLLET SCHOOL
1920 PILLSBURY AVENUE
MINNEAPOLIS, MIN 55403
612-871-0230
CONTACT: JOE MUSICH
grades 9-12...50 or fewer students...5 paid staff...housed in large old house...geared toward actual and potential drop-outs... concentration on students' social needs...extensive use of outside resources...curriculum emphasis on drugs, sex education and the community.

MENLO PARK ALTERNATIVE SCHOOL
EDISON HIGH SCHOOL
818 19TH AVENUE, NE
MINNEAPOLIS, MIN 55418
612-789-1914
CONTACT: NANCY HITE
grades 9-12...2 years old...30 students...97% White... 100% inner city...3 paid staff, 2 aides...referral (court services, school), reviewed application, interview selection process...public system funds supplemented by private funding agencies...housed in leased building by itself.

CENTER SCHOOL
1400 E. FRANKLIN
MINNEAPOLIS, MIN 55407
612-332-5567
CONTACT: JULIE LAPELT

BRYANT YES CENTER
2633 4TH AVENUE S
MINNEAPOLIS, MIN 55408
612-827-6114
CONTACT: TOM KITTO
grades 7-9...more than 5 years old...fewer than 50 students...50% Black, 40% White, 10% Indian...100% inner city...4 paid staff...referral, reviewed application selection process...public system funds supplemented by state or federal money and private funding agencies (Honeywell Co.)...housed in leased building with other non-school programs...success oriented curriculum...emphasis on business skills... "group program" of peers helping each other out.

CLEARSPRINGS ELEMENTARY
5701 HIGHWAY 101
MINNETONKA, MIN 55343
612-938-6351
CONTACT: NICK JAMBECK
grades 4-6...4 years old...100-200 students...99% White...100% suburban...7 paid staff...all who apply are admitted (up to quota)...housed in school system building with other school programs..."technobasic skills combined with envirobasic skills".

YOUTH DEVELOPMENT PROJECT
2750 NORTH VICTORIA AVENUE
ROSEVILLE, MIN 55113
612-484-3317
CONTACT: RICHARD ST. GERMAIN
3 years old...federal funding...accepts referrals from social agencies, courts, etc.

AREA LEARNING CENTER
207 7TH AVENUE, N
DISTRICT 742
ST. CLOUD, MN 56301
612-251-4963
CONTACT: LYDELL TAYLOR
grades 7-12+...more than 5 years old...more than 500 students... 99% White...60% suburban, 40% urban...45 paid staff...referral, reviewed application, interview selection process...public system funds supplemented by state or federal money...housed in leased building with other non-school programs...three programs: Vocational Alternative, Teenage Parent, and Junior High Work Experience and Career Exploration.

AESTHETIC ENVIRONMENT CENTER
WHITTIER SCHOOL
ALBEMARLE AND WAYZATA
ST. PAUL, MN 55104
612-488-7234
CONTACT: FIRMIN ALEXANDER

CAREER STUDY CENTER
515 KENNEY ROAD
ST. PAUL, MN 55101
612-298-5050
CONTACT: KEN OSVOLD
grades 7-12...4 years old...110 students...63% White, 20% Black, 13% Indian...90% inner-city, 10% urban...18 paid staff ...referral selection process...public system funds supplemented by state or federal "special aid"...housed in school building by itself...skills lab, group guidance ("RAP"), curriculum based on expressed student needs..."an educational intensive care unit" for potential dropouts.

LEARNING CENTER
NEW CITY SCHOOL
400 SIBLEY STREET
ST. PAUL, MN 55101
612-298-5574
CONTACT: STEVE SANDELL

AUTOMOTIVE TRANSPORTATION LEARNING CENTER
811 E. 7TH STREET
ST. PAUL, MN 55104
612-772-2439
CONTACT: FIRMIN ALEXANDER OR KENT VAN METER
grades 7-12...3 years old...500 or more students... 85% White...75% urban, 25% inner city...8 paid staff...referral, lottery with quotas selection process...housed in leased building by itself...emphasis on total flexibility...school exists to provide vocational training not available in the district schools...tries to develop skills and knowledge basic to the automotive industry providing "hands on" experience while developing safe work habits...provides independent study projects for students interested in aviation mechanics or commercial pilot training...both junior and senior high programs.

CAREER EXPLORATION AND DEVELOPMENT CENTER
739 IGLEHART
ST. PAUL, MN
612-227-8943
CONTACT: GEORGE SCOTT
grades 4-6...3 years old...more than 500 students... 85% White, 12% Black...30% urban, 20% inner city... all who apply are admitted...housed in leased building by itself...learning center... wide variety of learning experience...paid jobs within community.

ENVIRONMENTAL LEARNING CENTER
CHELSEA HEIGHTS SCHOOL
1557 HURON
ST. PAUL, MN 55108
612-489-1323
CONTACT: ROGER JARRARD
kindergarten-grade 6 ...3 years old...more than 500 students...89% White...100% inner city...8 paid staff...all who apply are admitted...housed in the science center within the school...learning center, this one geology based...field trips, extensive equipment.

FOREIGN LANGUAGE LEARNING CENTER
MAXFIELD SCHOOL--MERCURY CLUSTER--ST. PAUL PUBLIC SCHOOLS
ST. ANTHONY AND VICTORIA STREETS
ST. PAUL, MN
612-224-4462
CONTACT: FIRMIN ALEXANDER
grades 4-6...3 years old...500 or more students... all who apply are admitted...located in regular elementary school building...provides training in language skills at all levels...integrates students of different backgrounds in a common learning experience to increase both knowledge of others and self.

ST. PAUL OPEN SCHOOL
1885 UNIVERSITY AVENUE
ST. PAUL, MN 55100
612-647-0186
CONTACT: WAYNE JENNINGS
kindergarten-grade 12...3 years old...more than 500 students...81% White, 14% Black...100% urban...22 paid staff, 15 paid aides...lottery with quotas...public system funds supplemented by community, private, and state or federal money...housed in leased building (converted warehouse) by itself...wide variety of learning experiences, including internships, exchanges, lengthy field trips,..parent initiated .

SOCIAL ENVIRONMENT CENTER
LONGFELLOW SCHOOL
270 PRYOR AVENUE S
ST. PAUL, MN
612-489-1323
CONTACT: FIRMIN ALEXANDER

PERFORMING ARTS LEARNING CENTER
741 HOLLY AVENUE
ST. PAUL, MN 55104
612-227-0707
CONTACT: BEN JAMES
grades 7-12...4 years old...more than 500 students...70% White, 25% Black...100% inner-city...17 paid staff...lottery with quotas selection process...housed in leased building by itself...one of learning centers utilized by all St. Paul students, with funds pooled from all schools...professional dancers, actors, playwrights, etc.

LINCOLN MODEL NONGRADED SCHOOL
DAKOTA AVENUE
STAPLES, MN 56479
218-894-2430
kindergarten-grade 6...more than 5 years old...100-200 students... 97% White...100% rural...13 paid staff...open enrollment... community, state, or federal money, supplemented by private funding agencies...housed in school building by itself... Project Life--Lincoln school reading program designed to reach 5 levels: orientation skills, decoding skills, comprehension, reference and literary skills...main focus is on the three R's: readiness, relevancy, responsibility...multi-media approach.

MARINER HIGH SCHOOL
3551 McKNIGHT ROAD
WHITE BEAR LAKE, MN 55110
612-429-5391
CONTACT: LARRY COZOD
grades 9-12...2 years old...more than 500 students...95% White...100% suburban...reviewed application selection process... housed in school building by itself...modular scheduling... shared decision making...interdisciplinary emphasis.

MISSISSIPPI

CAREER AND RELATED EDUCATION
WEST JASPER COUNTY SCHOOL DISTRICT
BAY SPRINGS, MISS 39422

INNOVATIVE APPROACH TO TEACHING LANGUAGE ARTS IN THE SECONDARY SCHOOLS
MERIDIAN SEPARATE SCHOOL DISTRICT
1019 25TH AVENUE
MERIDIAN, MISS 39301

PRE-VOCATIONAL TRAINING FOR HANDICAPPED
P.O. BOX 1188
NATCHEZ SEPARATE SCHOOL DISTRICT
NATCHEZ, MISS 39120

MISSOURI

PARKWAY WEST SENIOR HIGH SCHOOL
75 CLAYTON ROAD
BALLWIN, MO 63011
CONTACT: DAVID LITTMAN
grades 10-12...in planning stage...fewer than 50 students...98% White community...85% suburban... 1 staff member...open lottery selection process...to be housed in school system building with other programs...emphasis on developing positive self-concepts among students...group counseling.

CLAYTON ALTERNATIVE SCHOOL
301 N. GAY AVENUE
CLAYTON, MO 63105
314-726-2550 EXT 44
CONTACT: MARTY SUSSMAN
grades 10-12...2 years old...less than 50 students... 100% white...90% suburban...5 paid staff...all who apply are admitted...housed in school system building with other system facilities...work-study program... town meetings to decide policy governing everyone... emphasis on personal affective growth.

FENTON ELEMENTARY ALTERNATIVE SCHOOL
635 GRAVOIS ROAD
FENTON, MO 63206
314-343-7777

EDUCATION CENTER
809 SOUTH FLORISSANT
FERGUSON, MO 63135
314-521-2000 STATION 280
CONTACT: HAROLD SALMON
grades 7-12...3 years old...200-500 students...95% White... 100% suburban...14 paid staff...referral, reviewed application, interview selection process...public system funds supplemented by state or federal money...housed in leased building with other non school programs...primarily for those having difficulty in school...extensive out-of-school learning experiences.

METRO HIGH SCHOOL
2135 CHOUTEAU AVENUE
ST. LOUIS, MO 63103
314-241-9272
grades 10-12...2 years old...100-200 students...50% White, 50% Black...60% urban, 40% inner-city...9 paid staff... reviewed application and parent signature required for admission...housed in school building by itself.

SOPHIA HOUSE
5600 OAKLAND STREET
4TH PARK COMMUNITY COLLEGE
ST. LOUIS, MO 63110
grades 8-12...more than 5 years old...50-100 students...100% Black...50% inner city, 50% urban... 5 paid staff...all who apply are admitted...private funding agencies...housed in a school system building with other system facilities..."not a public school, but rather a non-profit supplemental program".

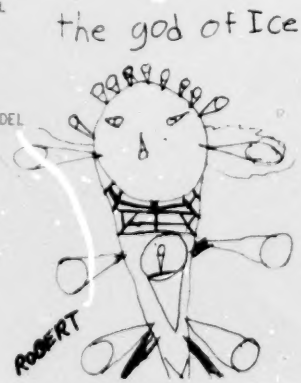
UNIVERSITY CITY ALTERNATIVE SCHOOL
725 KINGSLAND
UNIVERSITY CITY, MO 63130
314-729-1070
grades 9-12...3 years old...100-200 students...74% White, 25% Black...100% suburban...9 paid staff... reviewed application, interview selection process... housed in school system building with other system facilities...extensive community involvement.

WEBSTER COMMUNITY CAMPUS
WEBSTER GROVES HIGH SCHOOL
100 SELMA AVENUE
WEBSTER GROVES, MO 63119
314-961-1233
grades 11,12...3 years old...50-100 students...92% White...100% suburban...5 paid staff...all who apply are admitted...housed in school system building with other programs...wide variety of curricular experiences... emphasis on building self-confidence.

NEBRASKA

VOLUNTARY TWELVE MONTH SCHOOL
PAPILLION PUBLIC SCHOOL
130 WEST FIRST STREET
PAPILLION, NEBRASKA 68046
CONTACT: JAMES HERFKENS

COMMUNITY LEARNING SCHOOL MODEL
EAST HIGH SCHOOL
1000 SOUTH 70TH STREET
LINCOLN, NEBRASKA 68510
CONTACT: MARY KLUENDER



NEW HAMPSHIRE

BERLIN HIGH SCHOOL
ALTERNATIVE CLASSROOM PROJECT
BERLIN, NH
603-752-5232
CONTACT: DICK KAUFFMAN
grades 9-12...2 years old...fewer than 50 students... 100% White...2 paid staff...referral, interview selectio process...public system funds supplemented by state or federal money...housed in leased building with other non school programs...extensive utilization of community resources.

THE DRESDEN PLAN
HANOVER HIGH SCHOOL
LEBANON STREET
HANOVER, NH 03755
603-643-3431 (BOARD OF EDUCATION)
CONTACT: FORD DALEY
grades 9-12...4 years old...50-100 students...98% White...50% suburban, 50% rural...9 paid staff (7 part time)...housed in school system building with other programs...students in program can also be enrolled in traditional program...community advisory board and parents are on file in "Human Resource Bank".

THE STEPPING STONE
48 BAY STREET
LACONIA, NH 03246
603-524-3350
grades 9-12...2 years old...fewer than 50 students...99% White...90% urban, 10% rural...4 paid staff...all who apply (must be drop-outs) are admitted...public system funds supplemented by community money and private funding agencies. housed in leased building by itself.

NEW JERSEY

STILLWATERS FARM
NORTH HUNTERDON REGIONAL HIGH SCHOOL
ROUTE 31
ANNANDALE, NJ 08801
201-735-5191
CONTACT: GEORGE VANDERNECK
40 students...work 1 day per week on 150 acre farm.

CAPE MAY CITY SCHOOL
921 LAFAYETTE AVENUE
CAPE MAY, NJ 08204
609-884-8485 (BOARD OF EDUCATION)
kindergarten-grade 6...more than 5 years old... 200-500 students...78% White, 20% Black...70% rural, 20% suburban...20 paid staff...all who apply are admitted...public system funding supplemented by state or federal funding...housed in school building by itself.

MIDDLE TOWNSHIP ELEMENTARY #1
CAPE MAY COURT HOUSE
CAPE MAY COURT HOUSE, NJ
609-465-9411
CONTACT: MARIE STONE

CINNAMINSON ALTERNATIVE SCHOOL
POMONA ROAD
CINNAMINSON, NJ 08077
609-829-7600
CONTACT: LEE OPERPARLEITER
grades 10-12...2 years old...100-200 students...98% White..100% suburban...8 full time, 8 part time staff... open lottery selection process...public system funding supplemented by state or federal money...housed in school building by itself.

DWIGHT MORROW HIGH SCHOOL
KNICKERBOCKER ROAD
ENGLEWOOD, NJ 07631
201-871-4300 (BOARD OF EDUCATION)

FORD AVENUE SCHOOL #14
FORDS AVENUE
FORDS, NJ 08863
201-738-8833
CONTACT: ROY VALENTINE
kindergarten-grade 6...1 year old...200-500 students... 100% White...100% suburban...14 full time staff, 5 part time...geographic location selection process... housed in school building by itself.

ACADEMY STREET SCHOOL
GLASSBORO, NJ 08023
609-881-2676

LEONIA ALTERNATIVE SCHOOL
534 GRAND AVENUE
LEONIA, NJ 07605
201-461-9100 (BOARD OF EDUCATION)
CONTACT: ESTELLE STEVENS

CHELSEA SCHOOL
152 CHELSEA AVENUE
LONG BRANCH, NJ 07740
grades 7-12...2 years old...fewer than 50 students... 80% White, 20% Black...50% suburban, 25% urban, 25% inner city...15 paid staff...referral, reviewed application, interview selection process...state or federal funding...housed in school building by itself.

MONTCLAIR TEAM SCHOOL
176 N. FULLERTON AVENUE
MONTCLAIR, NJ 07042
201-783-4000 (ADMINISTRATION OFFICE)
CONTACT: MR. McCLOSKY

MONTCLAIR STOREFRONT ACADEMY
160 -BLOOMFIELD AVENUE
MONTCLAIR, NJ 07042
201-783-4000 (ADMINISTRATION OFFICE)
CONTACT: SHIRLA KRAUS

MONTCLAIR ALTERNATIVE SCHOOL
MONTCLAIR HIGH SCHOOL
MONTCLAIR, NJ 07042
201-783-4000
grades 9-12+...4 years old...10-12 students...80% white...40% urban, 40% suburban...1 paid staff... referral, interview selection process...housed in school system building with other programs, facilities... emphasis on personal contact, independence.

NEPTUNE P.O.L.
MUNICIPAL BUILDING
NEPTUNE BLVD.
NEPTUNE TOWNSHIP, NJ 07753
201-988-5200
CONTACT: MR. HARLEY
grades 10-12...2 years old...less than 50 students... 83% White, 17% Black...100% urban...2 paid staff... referral, reviewed application, interview selection process (screening committee from staff and community)... housed in leased building with other non-school programs...individualized instruction, student direction and decision-making.

EDUCATION CENTER FOR YOUTH
15 JAMES STREET
NEWARK, NJ 07102
201-733-7018

INDEPENDENCE HIGH SCHOOL
179 VAN BUREN STREET
NEWARK, NJ 07100
201-344-9431
CONTACT: CAROL GLASSMAN
grades 9-12...3 years old...65 students...50% White, 30% Black, 20% Spanish surname...95% urban, inner city...10 full time, 8 part time paid staff...referral, interview selection process (students from immediate neighborhood taken first)..private funding agencies plus state or federal money--budget allocated through city of Newark... housed in school building by itself.

SCHOOL WITHIN A SCHOOL
80 JOHNSON AVENUE
NEWARK, NJ 07108
CONTACT: SEYMOUR SPIEGEL
grades 9-12...more than 5 years old...200-500 students... 99% Black...100% inner city...26 paid staff...referral, reviewed application, achievement test selection process... public system funds supplemented by private funding agencies...housed in school system building with other school facilities.

GIBBONS SCHOOL
GIBBON'S CABIN
DOUGLAS COLLEGE
NEW BRUNSWICK, NJ 08903
201-932-1766
CONTACT: PENELOPE KUYKENDALL
grades 9-12...2 years old...50-100 students...65% Black, 34% White...80% inner city, 20% suburban...6 paid staff...reviewed application, interview selection process.

DALE AVENUE SCHOOL
21 DALE AVENUE
PATTERSON, NJ 07505
pre-kindergarten-grade 3...4 years old...more than 500 students.. 62% Black, 22% Spanish surname, 16% White...100% inner-city... 29 paid staff, 28 aides, assistants and associate teachers... reviewed application, interview selection process (must be from Title I areas)...public system funds supplemented by state or federal money...housed in school building by itself.

PERTH AMBOY HIGH SCHOOL
EAGLE AVENUE
PERTH AMBOY, NJ 08861
201-826-3360
CONTACT: MR. ZEBKO
grades 9-10...1 year old...15 students...50% Spanish surname, 30% White, 20% Black...100% urban...5 paid staff...referral, reviewed application selection process... public system funds supplemented by community and state or federal money...housed in a community center which receives funds from Model cities...works primarily with students with deep seated emotional and behavioral problems.

PRINCETON LEARNING COMMUNITY
PRINCETON REGIONAL SCHOOL
PO BOX 711 MOORE STREET
PRINCETON, NJ 08540
609-924-5600 EXT. 208
CONTACT: STEVE MARCUS
grades 9-12...3 years old...100 students..99% White...100% suburban...7 paid staff...all who apply are admitted...housed in school system building with other system facilities..."course of study decided by students and staff in the beginning of each semester with regard for high school requirements, staff objectives and students' interests and goals"...includes classes (traditional and topical), family groups (small support groups),study groups (investigation and solution of particular problem or need), work-study (involvement in Princeton community), and independent study...shared decision making,weekly mass meetings.

RIDGEWOOD ALTERNATIVE SCHOOL
SCHOOL WITHIN A SCHOOL
EAST RIDGEWOOD AVENUE
RIDGEWOOD, NJ 07451
201-444-9600
CONTACT: NANCY BULTHNISE
grades 11-12...3 years old...36 students...100% White...100% suburban...3 paid staff... lottery with quotas selection process...housed in school system building with other school programs...Social Studies/ English Program.

ALTERNATIVE SENIOR PROGRAM
RUMSON-FAIR HAVEN REGIONAL HIGH SCHOOL
RUMSON, NJ
201-842-1597
CONTACT: NEWTON BERON
grade 12...2 years old...95% White...100% suburban... public system funds supplemented by state or federal money..housed in Rumson-Fair Haven High School... modular scheduling...variety of curricular offerings.

FRANKLIN TOWNSHIP ALTERNATIVE SCHOOL
761 HAMILTON AVENUE
SOMERSET, NJ 08873
201-844-3500 EXT 201
CONTACT: BILL WESTFIELD

TEANECK HIGH SCHOOL ALTERNATIVE SCHOOL
100 ELIZABETH AVENUE
TEANECK, NJ 07666
201-837-2232
CONTACT: CHARLES SULLIVAN

SATELLITE PROGRAM, CALDWELL HIGH SCHOOL
WESTVILLE ROAD
WEST CALDWELL, NJ 07006
201-226-4400 EXT 229
CONTACT: CHARLES SWARTZ
grades 10-12...3 years old...fewer than 50 students... 100% White...100% suburban...2 paid staff...referral, reviewed application, interview selection process... public system funds supplemented by state or federal money...housed in leased building with other non-school programs...primarily works with drop-outs... humanistic orientation...use of community resources.

WILLINGBORO SCHOOL HOUSE
BEVERLY-RANCOCAS ROAD
WILLINGBORO, NJ 08046
609-877-4050
CONTACT: JOSEPH PUZULLA
grades 7-10...3 years old...fewer than 50 students... 90% White, 10% Black...100% suburban...8 paid staff (3 at 10% time)...referral, interview selection process...public system funds supplemented by state or federal money...housed in leased building by itself.

NEW MEXICO

COMMUNITY SCHOOL
2611 EUBANK NE
ALBUQUERQUE, NM 87112
505-296-5433
grades 11-12...3 years old...100-200 students... 80% White, 20% Spanish surname...50% urban, 40% suburban, 10% rural...4 paid staff...lottery with quotas, based on number of applicants from each school...housed in portable building located near administration offices...much flexibility in course offerings, activities.

FREEDOM SCHOOL
500 MARBLE NW
ALBUQUERQUE, NM 87102
CONTACT: ESTHER SHUMAKER
grades 10-12...4 years old...200-500 students... 60% Spanish surname, 39% White...50% urban, 40% suburban...8 paid staff...referral, interview selection process...community and state or federal funding housed in leased building by itself...volunteer and paid jobs and services in community..."purpose is to function as an alternative educational program offering a curriculum in job/training, academics and enrichment for those students classified as potential drop-outs".

SCHOOL ON WHEELS
217 MARQUETTE NE
ALBUQUERQUE, NM 87102
505-842-9354
grades 10-12...4 years old...100-200 students... 70% Spanish surname, 20% Black...100% urban...8 paid staff...all who apply are admitted "eventually" (waiting list)...public system funds supplemented by municipal city government and Office of Manpower money... housed in a leased building with another work program... works primarily with drop-outs...3 hours of work experience, 4 hours of semi-structured academic instruction, daily..."an educational grocery store, the school seeks to make available a large number of student initiated activities".

TWELVE GATES COMMUNITY SCHOOL
WELLSLEY 1
ALBUQUERQUE, NM 87100

NEW YORK

ALBANY STREET ACADEMY
165 CLINTON AVENUE
ALBANY, NY 12200
518-434-2963
CONTACT: ROBERT PETERKIN
grades 9-12...4 years old...50-100 students...50% Black, 48% White...67% inner-city, 32% urban...10 paid staff... reviewed application, interview selection process (must be potential dropout)...housed in school building by itself... "a non-graded school which uses the city as a significant portion of its curriculum, designed to meet the needs of youth who are presently or potentially dropouts for reasons of alienation, nonachievement, chronic-truancy, and/or disruptiveness."

#25 SCHOOL (OPPORTUNITY PROGRAMS)
196 MORTON AVENUE
ALBANY, NY 12202
518-472-8105
CONTACT: C. ARTHUR JORDAN
grades 6-9...4 years old...fewer than 50 students...60% Black, 40% White...100% inner-city...4 paid staff...referral selection process...public system funds supplemented by State or federal funding...housed in school system building by itself...emphasis on individualization.

DEWITT CLINTON MINI SCHOOL
100 WEST MOSHOLU PARKWAY SOUTH
BRONX, NY 10468
212-543-1000

EVANDER CHILDS MINI SCHOOL
800 EAST GUN HILL ROAD
BRONX, NY 10467
212-547-7700

LINCOLN HOSPITAL PREP MINI SCHOOL (MORRIS HIGH SCHOOL)
166TH STREET AND BOSTON ROAD
BRONX, NY 10456
212-542-3700

MORRIS HIGH SCHOOL
166TH AND BOSTON ROAD
BRONX, NY 10456
212-542-3700

BOYS HIGH SCHOOL
832 MARCY AVENUE
BROOKLYN, NY 11216
212-622-4310

CITY AS A SCHOOL
BOARD OF EDUCATION
110 LIVINGSTON STREET, ROOM 331
BROOKLYN, NY 11201
212-858-1004
CONTACT: IRIS YIGDAH
grades 9-12...2 years old...100-200 students...75% White, 20% Black...60% urban, 40% inner-city...10 paid staff...interview selection process (by student team)...housed in leased building by itself...uses N.Y.C. as its classroom, offers over 100 courses...no grades, credit or evaluation.

EBBETS FIELD SCHOOL
65 COURT STREET
BROOKLYN, NY 11201
212-858-8595
CONTACT: THOMAS MURRAY

ERASMUS HALL INSTITUTE OF MUSIC AND ART
911 FLATBUSH AVENUE
BROOKLYN, NY 11226
212-282-7803
CONTACT: EDWARD J. HENRION

HIGH SCHOOL REDIRECTION
315 BERRY STREET
BROOKLYN, NY 11211
212-384-1363
CONTACT: DOROTHY JOSEPH
grades 9-12...4 years old...200-500 students...65% Black, 34% Spanish surname...95% inner-city...17 paid staff, 10 aides...referral, interview selection process (must be potential dropout and New York City resident)...public system funds supplemented by state or federal money... "the program format combines work and study with students assigned to jobs on an entry level, either in private industry or with city agencies one week and reporting to school for academic study, skills training and counseling the alternate week."

JOHN DEWEY HIGH SCHOOL
BROOKLYN
NEW YORK 11200
212-373-6400

PACIFIC HIGH SCHOOL
112 SHERMERHORN STREET
BROOKLYN, NY 11201
212-355-7155
CONTACT: HAROLD GENKIN
grades 9-12...2years old...400 students...60% Black, 35% Spanish surname...100% inner-city...17 paid staff... reviewed application, interview selection process... housed in leased building by itself...emphasis on high school equivalency preparation...student initiated courses possible...wide diversity of curricular offerings.

POLITICAL SCIENCE HONOR INSTITUTE
SAMUEL J. TILDEN HIGH SCHOOL
5800 TILDEN AVENUE
BROOKLYN, NY 11203
CONTACT: JOEL DICK
grades 9-11...2 years old...100-200 students...48% Black, 40% White, 10% Spanish surname...55% inner-city, 45% urban... 8 part-time paid staff...reviewed application, interview selection process...housed in a school system building with other system facilities...community service program...provides multiple options for meeting requirements in studies of Eastern, Western, and American histories...program is geared for honors students to provide strong background in political science and other social sciences...experience and career guidance in such areas as law, politics and social work.

THOMAS JEFFERSON ALTERNATIVE SCHOOL
400 PENNSYLVANIA AVENUE
BROOKLYN, NY 11207
212-345-1801 (MAIN SCHOOL)
grades 9-12 ..4 years old...100-200 students...69% Black, 31% Spanish surname...100% inner-city...8 paid staff... referral, reviewed application, interview selection system...public system funds supplemented by state or federal money and private funding agencies...soon to be housed in leased building by itself...use of city as classroom... "wider use of media technology."

UNION CARBIDE STREET ACADEMY
1147 BEDFORD AVENUE
BROOKLYN, NY 11200
212-789-0327

BUILD ACADEMY
342 CLINTON
BUFFALO, NY 14200
716-852-3033
CONTACT: JOHNNIE MAYO

ANDREW JACKSON HIGH SCHOOL
MINI SCHOOL
207-01 116TH AVENUE
CAMBRIA HEIGHTS, NY
212-528-4220
CONTACT: GEORGE KAVIAR
grades 10-12...2 years old...50-100 students...94% Black... 100% urban...6 paid staff...referral, reviewed application, interview selection process...housed in school system building with other programs...emphasis on building student's sense of personal worth.

FARMINGDALE INFORMAL SCHOOL
LINCOLN AND INTERVALE AVENUE
FARMINGDALE, NY 11735
516-249-7600
grades 11,12..3 years old...136 students...100% White... 100% suburban...6 paid staff...all who apply are admitted ...housed in school system building with other system programs, facilities...flexible scheduling (weekly plan worked out by student)..."an academic school, not a free school."

JOHN BROWNE PREP SCHOOL
63-25 MAIN STREET
FLUSHING, NY 11427
212-263-1919
CONTACT: HELEN KIOK
grades 10-12...3 years old...50-100 students...65% White, 25% Black, 10% Spanish surname...100% urban...6 paid staff ...interview, voluntary admission...housed in school system building with other programs..."for the turned-off and underachieving student"...independent study option.

COMMUNITY SCHOOL
35 POLO ROAD
GREAT NECK
LONG ISLAND, NY 11020
516-482-8650 (BOARD OF EDUCATION)
grades 10-12...3 years old...100-200 students...100% White... 100% suburban...4 paid staff, 10 part-time paid staff... open lottery, interview selection process...housed in school system building with other programs, facilities...student-developed curriculum...advisory groups, field work, independent study..."purposes are to permit students and faculty to develop a school community of their own design within the regional school building, and to share real responsibility for each other and for the educational program of the school."

VILLAGE SCHOOL
10 ARRONDALE AVENUE
GREAT NECK, NY
516-482-8650
CONTACT: DAVID PARKER

SCORE
SPERRY HIGH SCHOOL
LEHIGH STATION ROAD
HENRIETTA, NY
grades 10-12+...2 years old...fewer than 50 students... 95% White...95% suburban...3 paid staff...lottery with quotas selection process...housed in school system building with other school programs, facilities.

HENRY ST. JOHN SCHOOL
ITHACA, NY

THE EAST HILL PROGRAM
116 NORTH QUARRY STREET
ITHACA, NY 14850
607-274-2229
CONTACT: DAN LEE
K-6...more than 5 years old...100-200 students...93% White ...70% urban, 10% inner-city, 20% rural...13 paid staff... all who apply are admitted...housed in school building by itself...initiated by parents to keep alive concept of neighborhood school...open use of space.

HOPE
1116 PALMER AVENUE
LARCHMONT, NY 10538
914-048-9000 EXT 288
CONTACT: LIL CAPRICE
grades 10-12...3 years old...less than 50 students...75% White, 25% Black...50% urban, 50% suburban...3 paid staff... referral, reviewed application, interview selection process ...housed in leased building by itself.

SCHOOL WITHIN A SCHOOL
MAMARONECK HIGH SCHOOL
MAMARONECK, NY 10543
914-698-9000
CONTACT: LIL CAPRICE OR MIKE FRANZBLAN

LINK, INC.
27 HEMPSTEAD AVENUE
LYNBROOK, NY
516-599-9751
CONTACT: DENNIS DUNN
grades 9-12...4 years old...150 students...100% White... 100% suburban...7 paid staff...all who apply are admitted ...housed in school system building with other programs, facilities..."students actively involved in planning, directing and evaluating their own educational programs" ...extends beyond walls of high school into community... no numerical or letter grades.

KIC
UNION FREE SCHOOL
PALMER AVENUE
MAMARONECK, NY 10543
914-698-9000 (BOARD OF EDUCATION)
CONTACT: ELEANOR SCARCELLA
grades 10-12...2 years old...50-100 students...98% White... 100% suburban...6 paid staff...interview, letter of recommendation selection process...housed in school system building with other system programs, facilities.

HERRICKS COMMUNITY SCHOOL
HERRICKS HIGH SCHOOL
SHELTER ROCK ROAD
NEW HYDE PARK, NY 11040
516-746-8397 (MAIN OFFICE)

3 I'S PROGRAM FOR INQUIRY, INVOLVEMENT AND INDEPENDENT STUDY
515 NORTH AVENUE
NEW ROCHELLE, NY 10800
914-632-9000 (BOARD OF EDUCATION)

ALTERNATIVE HIGH SCHOOL
140 NASSAU STREET
NEW YORK, NY
212-596-5030 (BOARD OF EDUCATION)

CLINTON PROGRAM
314 WEST 54TH STREET
NEW YORK, NY 10019
212-489-0633
CONTACT: KEN SCHOEN
grades 7-9...4 years old...165 students...38% White, 30% Spanish surname, 30% Black...100% inner-city...12 paid staff...referral, reviewed application, interview selection process with quota of schools in the district...public system funds supplemented by State or federal money and private funding agencies...housed in leased building with other non-school programs...extensive use of New York City as learning resource...morning program offers courses in classroom setting, afternoon program emphasizes occupation investigation, creative skills and recreation, including variety of courses outside of school.

DOWNTOWN ACADEMY
MINI SCHOOL
CENTRAL COMMUNITY HIGH SCHOOL
NEW YORK PLAZA
NEW YORK, NY 10004

GEORGE WASHINGTON PREP MINI SCHOOL
CHURCH OF THE INTERCESSION
550 W 155TH STREET
NEW YORK, NY 10032
CONTACT: JOAN FINTON
grades 9-12...3 years old...50-100 students...100% inner-city... 60% Black, 39% Spanish surname...8 paid staff...referral, reviewed application, interview selection process...public system funds supplemented by state or federal money-housed in a leased building with other non-school programs..."emphasis on developing increased self-confidence and an awareness of future possibilities."

HAAREN HIGH SCHOOL
899 10TH AVENUE
NEW YORK, NY 10019
212-265-4160

HARAMBEE PREP SCHOOL
250 NORTH 18TH STREET
NEW YORK, NY 10011
212-691-1521
grades 9-12...more than 5 years old...100-200 students... 75% Black, 20% Spanish surname...100% inner-city...6 paid staff, 4 street workers...referral, interview selection process...housed in school system building with other programs...flexibility of curriculum (student interest courses) and scheduling (shortened courses)..."deals not only with a student's high school problems but with those he/she faces as an adolescent."

HARLEM HIGH SCHOOL MINI SCHOOL
140 WEST 140TH STREET
NEW YORK, NY 10037
212-690-3780

IRVING PLACE ACADEMY
40 IRVING PLACE
NEW YORK, NY 10014
212-475-2120
CONTACT: MR. KAPLAN
grades 9-11...3 years old...100-200 students (all female)... 45% Spanish surname, 45% Black...100% inner-city...8 paid staff...referral, interview selection process...public system funds supplemented by State or federal money... housed in school system building with other programs... extensive use of community resources...students from all over city.

JOAN OF ARC MINI SCHOOL
164 WEST 97TH STREET
NEW YORK, NY 11023
212-749-0291 (MAIN SCHOOL)
CONTACT: HARRIET GOLDBERG
grade 9...3 years old...50-100 students...46% Spanish surname, 46% Black...100% inner city...7 paid staff, 2 aides...all who apply are admitted...public system funds supplemented by private funding agencies...housed in leased storefront and also in 3 classrooms within the parent school.

JULIA RICHMAN MINI SCHOOL
331 EAST 70 STREET
NEW YORK, NY 10022
grades 9-12...3 years old...70 students...55% Black, 45% Spanish surname...100% inner-city...7 paid staff...referral, interview selection process...housed in leased building with other non-school programs..."purpose is to provide an alternate educational experience for students so handicapped by social economic, cultural, and educational difficulties that they cannot function effectively in a conventional high school setting."

LEAP SCHOOL
540 EAST 13TH STREET
NEW YORK, NY
212-673-8800

LINCOLN ACADEMY
15 W 126TH STREET
NEW YORK, NY 10027
212-534-6523
CONTACT: WILLIAM HAMEC

PARK EAST HIGH SCHOOL
230 EAST 105TH STREET
NEW YORK CITY, NY 10029
212-831-1517
CONTACT: THELMA KING
grades 9-12...3 years old...200-500 students...55% Spanish surname, 25% Black, 20% White...70% inner-city, 30% urban... 32 paid staff...interview selection process...housed in school building by itself...development of career oriented program (not vocational education)...involvement of community and parents.

PS 3 M
490 HUDSON STREET
NEW YORK, NY 10014
212-691-1183
CONTACT: JOHN MELSER

SATELLITE ACADEMY
132 NASSAU STREET
NEW YORK, NY 10038
212-374-1410
CONTACT: DIANE LEVENBERG
grades 9-12...3 years old...500 or more students...65% Black, 25% Spanish surname, 10% White...100% inner-city...35 paid staff, application, interview (staff and students) selection process... public system funds supplemented by state or federal money... housed in leased building with other non-school programs... new students spend a year in an entry academy doing intensive work in reading and math skills, orientating themselves to career possibilities, and developing self-responsibility--they then can move on to one of three upper academies that provide career related experiences.

SEWARD PARK OFF-CAMPUS SCHOOL
350 GRAND STREET
NEW YORK, NY
212-233-2140
CONTACT: JOAN McCAFFERY

INTERIM JUNIOR HIGH SCHOOL
31 PRINCE STREET
ROCHESTER, NY 14600
716-454-6930
CONTACT: RACHEL LAWSON

NEIGHBORHOOD STREET ACADEMY
98 CHILI AVENUE
ROCHESTER, NY 14600
716-325-4560
CONTACT: WAYELL JOHNSON

SCHOOL WITHOUT WALLS
CITY SCHOOL DISTRICT
50 WEST MAIN STREET
ROCHESTER, NY 14614
716-546-6732
CONTACT: LEWIS MARKS

grades 9-12...3 years old...100-200 students...75% White, 25% Black...65% urban, 35% inner-city...10 paid staff... lottery with quotas selection process...housed in leased building with other non-school programs...4 different kinds of classes: (1) workshop (required) in math, writing, research, media, reading, speaking out, (2) afternoon classes (generally classes not found in regular high school) (3) extended clases (within community), (4) independent extended classes.

WORLD OF INQUIRY
46 MORAN STREET
ROCHESTER, NY 14611
716-464-9370
CONTACT: BILL PUGH

grades 1-6...more than 5 years old...200-500 students... 53% White, 31% Black, 16% Spanish surname...29% inner-city, 68% urban...23 paid staff...reviewed application with quotas selection system (waiting list)...public system funds for basic operation, supplemented by state or federal money...housed in school building by itself...in-service resource center for outside teachers...special interest centers (reading, science, social studies, art, etc.) supplement larger cross-graded "family room."

ALTERNATIVE SCHOOL
SCARSDALE PUBLIC SCHOOL SYSTEM
SCARSDALE, NY 10583
914-723-5500
CONTACT: JUDY CODDING

grades 11, 12...2 years old...50-100 students...98% White... 100% suburban...6 paid staff...open lottery selection process... housed in separate building which belongs to Village of Scarsdale.

SCHENECTADY OPEN SCHOOL
WASHINGTON IRVING EDUCATION CENTER
418 MUMFORD STREET
SCHENECTADY, NY 12307
518-370-0530 (EDUCATION CENTER)

SAFE
WEST HEMPSTEAD HIGH SCHOOL
400 NASSAU BOULEVARD
WEST HEMPSTEAD, NY 11552
CONTACT: PAUL RAPPAPORT

grades 9-12...3 years old...50-100 students...92% White... 100% suburban...3.6 paid staff...referral, reviewed application, interview selection process...housed in school system building with other programs..."to maintain an educational environment in which a mutual education concept becomes a reality."

PORT RICHMOND ACADEMY
PORT RICHMOND HIGH SCHOOL
INNIS STREET AND ST. JOSEPH
STATEN ISLAND, NY 10302
212-273-3600 (BOARD OF EDUCATION)
CONTACT: MRS. REED

grades 10-12...3 years old...50-100 students...100% suburban...public system funds supplemented by State or federal funds...housed in school system building with other school programs, facilities...extensive student involvement (elected committees, town meetings, decision making).

NORTH CAROLINA

NEW GARDENS FRIENDS SCHOOL
BOX 8141
GREENSBORO, NC 27410
919-292-2394
CONTACT: WILLIAM SCULL

THE GOVERNOR'S SCHOOL OF NORTH CAROLINA
DRAWER H, SALEM STATION
WINSTON-SALEM, NC 27108

grades 11-12...12 years old...393 students...82% White, 20% Black...60% suburban, 30% rural, 10% inner city...lottery with quotas selection process (recommendation of superintendent required)...state or federal funding...housed in leased buildings by themselves..."seven week summer residential program for intellectually gifted students"..."attempts to give an inspirational and curiosity-whetting peek into the latest accomplishments, problems and theories in the various fields of the arts and sciences."

NORTH CAROLINA ADVANCEMENT SCHOOL
1621 EAST THIRD STREET
WINSTON-SALEM, N.C. 27101
CONTACT: JOHN BRIDGEMAN

NORTH CAROLINA SCHOOL OF THE ARTS
P.O. BOX 4657
WINSTON-SALEM, NC 27107

OHIO

SNAS
17001 HOLLAND ROAD
BROOK PARK, OH 44142
216-243-6000 (BOARD OF EDUCATION)
CONTACT: RICHARD VALE

CITY-WIDE LEARNING COMMUNITY
C/O HUGHES HIGH SCHOOL
2515 CLIFTON AVENUE
CINCINNATI, OH 45219
513-281-6150

grades 9-12...1 year old...50-100 students...65% White, 35% Black...70% urban, 20% inner city...6 paid staff...lottery with quotas, interview selection process...housed in school system building with other school programs.

MT. ADAMS SCHOOL FOR THE CREATIVE AND PERFORMING ARTS
1125 ST. GREGORY STREET
CINCINNATI, OH 45202
513-721-3036
CONTACT: BOB DICKENSON

grades 4-6...1 year old...100-200 students...66% White, 33% Black...42% urban, 35% suburban, 23% inner city...10 paid staff...interview, audition selection process (students picked from all parts of Cincinnati)... housed in school system building with other school system facilities...extensive support from community... emphasis on performing arts, artistic development.

PRINCETON ALTERNATIVE EDUCATION PROGRAM (PACE)
WOODLAWN-WAYNE BUILDING
10170 WAYNE AVENUE
CINCINNATI, OH 45215
513-771-8470

grades 9-12...3 years old...50-100 students...75% Black, 25% White...50% urban, 50% suburban...14 paid staff...referral selection process...housed in school building by itself.

FAIRFAX ELEMENTARY SCHOOL
CLEVELAND HEIGHTS, OH 44118
216-382-9200

kindergarten-grade 6...more than 5 years old...more than 500 students...85% White, 13% Black...100% suburban. 40 paid staff...all who apply are admitted...housed in school system building with other school facilities... extensive use of parent volunteers (60 throughout the school) and student teachers from Case-Western Reserve... citizen participation in formulation and evaluation of program.

THE STREET ACADEMY
8329 EUCLID AVENUE
CLEVELAND, OH 44103
216-229-9080

grades 9-12...4 years old...50-100 students...98% Black...70% inner city, 25% urban...16 paid staff... open enrollment...public system funds supplemented by state or federal funding...housed in leased building by itself.

DAYTIME CENTER FOR GIRLS
C/O YWCA 141 W. 3RD STREET
DAYTON, OH 45402
513-461-5550
CONTACT: BERNICE SUMLIN

grades 9-12...more than 5 years old...200-500 students...80% Black, 20% White...90% inner city... 16 paid staff (3 nurses, 4 social workers)...referral, reviewed applications, interview selection process... state or federal funding...housed in leased building (YWCA) by itself..."to permit the unwed pregnant girl to finish her high school education and develop a useable skill through vocational-educational train-"

WORTHINGTON ALTERNATIVE SCHOOL
C/O JOHN L. MILLER
2075 W. GRANVILLE ROAD
WORTHINGTON, OH 43085

grades 9-12...1 year old...100-200 students...90% White...100% suburban...8 paid staff...all who apply are admitted...housed in school building by itself..."strong parent and student commitment to program."

OKLAHOMA

PROJECT INTERBLOCK
NORMAN PUBLIC SCHOOLS
NORMAN, OK 73069
405-321-7410

THE LOST SHEEP
OKMULGEE PUBLIC SCHOOLS
OKMULGEE, OK 74447
918-756-1850

CARVER MIDDLE SCHOOL
624 E. OKLAHOMA PLACE
TULSA, OK 74106
918-587-5583
CONTACT: LYLE YOUNG

grades 6-8...1 year old...200-500 students...56% White, 40% Black...65% urban, 30% inner-city...32 paid staff...voluntary enrollment from entire district...reviewed application (racial balance) selection process...housed in school building by itself...integrated "magnet" school...written performance goals...extensive use of community resources.

WASHINGTON HIGH SCHOOL
TULSA PUBLIC SCHOOLS
PO BOX 45208
TULSA, OK 74145
918-425-7521

PROJECT 12
JOHNSON SCHOOL
507 E. EASTON
TULSA, OK 74120
918-587-8119
CONTACT: BARBARA CASE

grades 9-12...4 years old...100-200 students...44% White, 40% Black...60% suburban, 40% urban...6 paid staff... referral, reviewed application, interview selection process (in order of application)...public system funds supplemented by state or federal money...housed in school system building with other system facilities..."intended to provide educational experiences leading to a diploma for students who have failed to complete their educaton in a traditional high school setting"...continuous progress programs, contractual individualized study.

OREGON

OPPORTUNITY CENTER
200 NORTH MONROE
EUGENE, OR 97402
503-687-3488
CONTACT: BARBARA STINCHFIELD

grades 8-10...3 years old...50-100 students...100% White... 7 paid staff...referral, reviewed application, interview selection process...housed in school building by itself... half-day program...community involvement.

ROOSEVELT JUNIOR HIGH SCHOOL
680 EAST 24th AVENUE
EUGENE, OR 97405
503-687-3227
CONTACT: DON JACKSON

grades 7-9...more than 5 years old...850 students...70% urban, 20% inner-city...95% White...44 paid staff, 3 aides...referral, reviewed application, interview selection process...housed in a school system building with other system facilities..."totally elective program (extensive variety of diverse offerings) ungraded and non-graded"...house system support groups of 16-20 students and advisor.

MOLALLA HIGH SCHOOL
PO BOX 7
MOLALLA, OR 97038
503-829-2351
CONTACT: MR. JENKINS

grades 9, 10...3 years old...100-200 students...99% White... 100% rural...12 paid staff...reviewed application selection process...public system funds supplemented by state or federal money...housed in school system building with other programs.

ALBINA YOUTH OPPORTUNITY SCHOOL
3710 NORTH MISSISSIPPI
PORTLAND, OR 97227
503-234-3392
CONTACT: RANCE SPRULL

FOCUS
2735 NE 82 AVENUE
PORTLAND, OR 97220
503-253-4781
CONTACT: RALPH NELSON

grades 9-12...3 years old...50-100 students...87% White... 60% urban, 40% inner-city...7 paid staff...referral, reviewed application, interview selection process (parent endorsement required)...public system funds supplemented by state or federal money...housed in school system building with other programs...emphasis on affective realm.

METROPOLITAN LEARNING CENTER
2033 NW GLISSAN
PORTLAND, OR 97209
503-227-6837
CONTACT: AMASA GILMAN

kindergarten-grade 12...6 years old...200-500 students... 95% White...50% inner-city, 40% urban...12 paid staff... first come, first served admission process...housed in school system building with other school programs...director serves dual principalship...community volunteers and resources... independent learning programs...work internships...individual record-keeping.

QUINCEY SCHOOL
JOHN ADAMS HIGH SCHOOL
5700 NE 39th AVENUE
PORTLAND, OR 97211
503-288-7211
CONTACT: JERRY CONRATH

grades 9-12...3 years old...135-150 students...77% White, 20% Black...80% inner-city, 20% urban...6 paid staff... "almost" all who apply are admitted...housed in school system building with other school programs...strong focus on interdisciplinary education...democratic team decision making...3 basic structures: urban classroom, career options, and personal counseling...one of primary goals is to serve "as a legitimate model for the reform of the present high schools,"..community volunteers.

RIVERDALE SCHOOL
11733 SW BREYMAN
PORTLAND, OR 97219
503-636-4511
CONTACT: LYMAN BRUCE

kindergarten-grade 8...6 years old...200-500 students... 99% White...100% suburban...22 paid staff...all who apply are admitted (out-of-district residents must pay tuition)... "social recreation center for community"...non-graded, individualized instruction, parent participation...emphasis on students' freedom of choice...field studies.

WILLIAMETTE LEARNING CENTER
834 SOUTHEAST ASH
PORTLAND, OR 97214
503-656-6355

PENNSYLVANIA

ALLGATE MANSION
COOPERTOWN AND DARBY ROADS
HAVERFORD, PA 19041
CONTACT: W. J. HALL

grades 11, 12...2 years old...120 students...98% White... 100% suburban...6 paid staff...all who apply are admitted... housed in a relatively unconverted mansion and grounds.. "emphasis on interrelatedness of traditional 'disciplines'," and development of student responsibility...extensive use of community and its resources.

HEMPFIELD LEARNING CENTER
HEMPFIELD SCHOOL DISTRICT
LANDISVILLE, PA 17538
717-898-2231 (ADMINISTRATION OFFICE)

grades 9-12...to open Fall, 1975...99% White community...6 paid staff, 4-6 aides...all who apply to be admitted...public system funds to be supplemented by state or federal money... to be housed in school building by itself.

NORRISTOWN AREA ALTERNATIVE SCHOOL
1900 EAGLE DRIVE
NORRISTOWN, PA 19401
215-539-1000
CONTACT: JOAN SCHLANSKER

grades 10-12...1 year old...50 or fewer students...90% Black, 10% White...90% inner city...4 paid staff...referral, reviewed application, interview selection process...state or federal funding...housed in school system building with other system facilities...work study, community project options available to students for credit.

PROJECT NEW SCHOOL
PO BOX 157
LANSDOWNE, PA 19050
CONTACT: GEORGE AMBROSA

Pre-Kindergarten - grade 4...2 years old...88 students... 82% White, 15% Black...75% suburban...6 paid staff...all who apply are admitted (unless at capacity)...public system funds supplemented by State or federal money and private funding agencies...housed in school building by itself..."designed, implemented and sponsored mainly by teachers...continuous progress"open education."

ALTERNATIVE PROGRAM
BENJAMIN RUSH MIDDLE SCHOOL
KNIGHTS AND FAIRDALE ROADS
PHILADELPHIA, PA 19154
215-NE7-2200
CONTACT: JOSEPH ZELINSKI

ALTERNATIVE PROGRAM
GEORGE WASHINGTON HIGH SCHOOL
BUSTLETON AND VERREE ROAD
PHILADELPHIA, PA 19116
215-HO4-6700
grades 9, 10...3 years old...50-100 students...99% White... 80% urban...12 paid staff...referral, reviewed application, interview selection process...housed in school system building with other school facilities, programs...career goal oriented.

ALTERNATIVE PROGRAM
STODDART-FLEISCHER JUNIOR HIGH SCHOOL
13TH AND GREEN
PHILADELPHIA, PA 19123
215-MA7-2083
CONTACT: CHARLES EDELSON
grades 7, 8...3 years old...80 students...98% Black...100% inner-city...14 paid staff...reviewed application, interview selection process (must have a record of anti-social behavior)...public system funds supplemented by State and federal money...housed in school system building with other system programs, facilities.

BETTER EDUCATION THROUGH TRAINING
PENN TREATY JUNIOR HIGH SCHOOL
701 EAST THOMPSON
PHILADELPHIA, PA 19125
215-NE4-8700
CONTACT: MR. WEISS
grade 9...2 years old...100-200 students...40% White, 30% Black, 30% Spanish surname...100% inner city...4 paid staff, 1 aide...referral, reviewed application, interview selection process...public system funds supplemented by state or federal money...housed in leased building by itself.

CABLE
LINCOLN HIGH SCHOOL
ROWLAND AND RYAN AVENUES
PHILADELPHIA, PA 19136
215-335-0550

CARE
GRATZ HIGH SCHOOL
17TH AND LUZERNE
PHILADELPHIA, PA 19106
215-BA5-5385
CONTACT: HARRY ZALENZNIK
grades 10-12...3 years old...51-100 students...100% Black... 100% inner-city...10 paid staff, 3 aides...referral, interview selection process (basic skills test required)...state or federal funding...housed in a school system building with other programs, facilities...emphasis on basic skills in content area.

COOKE LEARNING EXPERIENCE CENTER
COOKE JUNIOR HIGH SCHOOL
1210 WEST WYOMING AVENUE
PHILADELPHIA, PA 19141
215-GL5-1973
CONTACT: HARRY TOPOLSKY
grade 9...2 years old...50-100 students...80% Black...100% inner-city...4 paid staff...interview, quota selection process...housed in leased building by itself..."on-the-job work experience."

DRIVE
PENN TREATY JUNIOR HIGH SCHOOL
701 EAST THOMPSON
PHILADELPHIA, PA 19125
215-NE4-8700

grades 7, 8...3 years old...50-100 students...45% White, 35% Black, 20% Spanish surname...100% inner-city...4 paid staff...referral, reviewed application, interview selection process...public system funds supplemented by private funding agencies and State or federal money... housed in school system building with other school programs, facilities.

DURHAM LEARNING CENTERS PROJECT HEADQUARTERS
DURHAM SCHOOL (ROOM 16)
16TH AND LOMBARD STREETS
PHILADELPHIA, PA 19146
215-732-3200
CONTACT: PETER BUTTENWIESER

EDISON PROJECT
EDISON HIGH SCHOOL
4TH AND CLEAFIELD STREETS
PHILADELPHIA, PA 19133
215-BA3-4400
grades 10-12...3 years old...200-500 students...50% Black, 30% White, 20% Spanish surname...100% inner-city...35 paid staff...referral, reviewed application, interview selection process...State or federal funding...housed in school system building with other school programs, facilities... emphasis on basic skills development...community advisory board..."concentrated developmental mathematics and reading skills program."

FELS JUNIOR HIGH SCHOOL
DEVEREAUX AND LANGDON
PHILADELPHIA, PA
215-JE3-9987
CONTACT: DR. FISCHMAN
grades 7-9...3 years old...50-100 students...99% White... 100% suburban...5 paid staff...reviewed application, interview selection process...public system funds supplemented by state or federal money...housed in school system building with other system facilities.

FURNESS JUNIOR HIGH SCHOOL
3RD AND MIFFLIN STREETS
PHILADELPHIA, PA 19148
215-DE4-1130
CONTACT: MR. BALEN
grades 7-9...2 years old...less than 50 students...48% Black, 48% White...100% inner-city...4 paid staff... referral selection process ("poor behavior or attendance problems necessary")...state or federal funding...housed in school system building with other programs.

THE LEARNING TREE
HARDING JUNIOR HIGH SCHOOL
4344 FRANKFORD
PHILADELPHIA, PA
215-CU9-7999

LOWER KENSINGTON ENVIRONMENTAL CENTER
1502 FRANKLIN AVENUE
PHILADELPHIA, PA 19125
215-GA5-7333
CONTACT: ANN FLAXMAN

grades 7-10...4 years old...60 students ..60% White, 28% Black, 12% Spanish surname...100% inner-city. 7 paid staff...referral (court, probation department, social agencies, etc), reviewed application, interview selection process ...public system funds supplemented by community money...located in a 3 story two house ...curriculum is highly diverse, not limited to environmental concerns...all courses offer students a setting which allows them to experiment with many options while developing responsible behavior.

MINI SCHOOL
ANNEX BASIC SKILLS PROGRAM
BEEBER JUNIOR HIGH SCHOOL
59TH AND MALVERN
PHILADELPHIA, PA
215-879-6229
CONTACT: MR. MARSHALL
grade 7...4 years old...100-200 students...97% Black... 100% urban...5 paid staff...all who apply are admitted ("if math and reading scores are on level")...public system' funds supplemented by state or federal money...housed in school system building with otner programs.

NEIGHBORHOOD EDUCATION AND COUNSELING CENTER
1327 NORTH FRANKLIN STREET
PHILADELPHIA, PA 19120
CONTACT: LOUISA GROCE
grades 7-12...4 years old...50-100 students...90% Black, 10% Puerto Rican...100% inner-city...5 paid staff, 6 teachers in training... interview selection process (degree of social/emotional disturbance is considered)...housed in leased building by itself..."many of the students have had attendance and/or behavioral problems as a result of gang involvement."

OPERATION ACHIEVE
LINCOLN HIGH SCHOOL
ROWLAND AND RYAN STREETS
PHILADELPHIA, PA
215-335-0550

OPERATION NEW MOOD
BARRATT JUNIOR HIGH SCHOOL
16TH AND WHARTON
PHILADELPHIA, PA 19146
215-DE4-3436
CONTACT: MICHAEL VERRACCHIA
grade 8...2 years old...less than 50 students...100% Black... 100% inner-city...3 paid staff...referral, reviewed application, interview selection process...public system funds supplemented by State or federal money...housed in school system building with other programs..."career and consumer education emphasis."

PARKWAY PROGRAM
ALPHA UNIT
1891 MARKET STREET
PHILADELPHIA, PA 19103
215-561-2920
CONTACT: ERIC OKLEY

PARKWAY PROGRAM
BETA UNIT
125 NORTH 23rd STREET
PHILADELPHIA, PA 19103
215-L03-6964

PARKWAY PROGRAM
DELTA UNIT
6008 WAYNE AVENUE
PHILADELPHIA, PA 19144
215-VI3-6133
grades 9-12...more than 5 years old...200-800 students... 50% Black, 47% White...50% inner-city, 35% urban...47 paid staff...lottery with quotas selection process.

PARKWAY PROGRAM
GAMMA UNIT
16 NORTH FRONT STREET
PHILADELPHIA, PA 19106
215-448-3761

PENNSYLVANIA ADVANCEMENT SCHOOL
FIFTH AND LUZERNE STREETS
PHILADELPHIA, PA 19140
215-448-3000 (BOARD OF EDUCATION)
CONTACT: JAMES LYTLE
kindergarten-grade 8...more than 5 years old...more than 500 students (2 schools merged in 1973-74)...80% Black, 10% White, 10% Spanish surname...100% inner-city...50 paid staff, 50 aides and assistant teachers, 2 social workers...first come, first served selection process...public system funds supplemented by state or federal money...housed in school system building with other school facilities..."team teaching in open space setting"...cross-age grouping...students and teachers spend full year at advancement school, then return to own school.

ROBERT E. LAMBERTON ALTERNATIVE PROGRAM
75TH AND WOODBINE
PHILADELPHIA, PA
215-GR7-2665
CONTACT: MR. ROMANO
grades 9, 10... 1 year old...300 students...63% White, 40% Black...100% inner-city..."admission depends upon whether we have room to accommodate at various levels"...public system funds supplemented by state or federal money... housed in leased building with other non-school programs.

ROXBOROUGH ALTERNATIVE HIGH SCHOOL
470 GREEN LANE
PHILADELPHIA, PA 19128
215-TV2-4850
grades 10-12...2 years old...50-100 students...84% White, 11% Black...100% urban...5 paid staff...referral, reviewed application, interview selection process...public system funds supplemented by state or federal money...housed in leased building with other non-school programs.

SAYRE JUNIOR HIGH SCHOOL
58th AND WALNUT
PHILADELPHIA, PA 19139
215-GR4-8343
CONTACT: ROBERT EAVERLY
grades 7-9...more than 5 years old...500 or more students. 100% Black...100% urban...99 paid staff, 28 aides...student assignment by feeder elementary schools in district...public system funds supplemented by state or federal money...housed in school system building with other programs.

SCHOOL FOR HUMAN SERVICES
3723 CHESTNUT STREET
PHILADELPHIA, PA 19104
215-349-9202
CONTACT: PAUL ADORNO
grades 10-12...3 years old...100-200 students...70% Black, 30% White...40% inner-city, 60% urban...10 paid staff... reviewed application, interview selection process... public system funds supplemented by private funding agencies... housed in leased building by itself...emphasis on learning through participation in volunteer jobs in the human services (variety of field work experiences)...teachers serve as counselors.

SOUTHERN ALTERNATIVE LEARNING EXPERIENCE
BROAD STREET AND SNYDER AVENUE
PHILADELPHIA, PA 19148
215-H07-7925

TIOGA SPECIALIZED LEARNING CENTER
3519 1/2 WEST 22ND STREET
PHILADELPHIA, PA
215-BA3-4205
CONTACT: HARRY ZALENZNIK

WEST PHILADELPHIA COMMUNITY FREE SCHOOL
4226 BALTIMORE AVENUE
PHILADELPHIA, PA 19104
215-448-3000 (BOARD OF EDUCATION)
CONTACT: MILTON JAMES
grades 10-12...4 years old...100-200 students...100% Black, 100% urban...12 paid staff, 5 aides...open lottery selection process...housed in school building by itself.

THE WILLIAM S. BISHOP ALTERNATIVE PROGRAM
49TH AND WYALUSING AVENUE
PHILADELPHIA, PA 19131
215-879-0300
CONTACT: ALLEN PLATT

ALTERNATIVE SCHOOLS PROJECT
GREENWOOD AVENUE AND WALT LANE
WYNCOTE, PA 19095
215-885-0160
CONTACT: GISHA BERKOWITZ
grades 10-12...3 years old...200-500 students...84% White, 15% Black...77% suburban, 18% urban...27 paid staff... lottery with quotas for each participating district... public system and community funds supplemented by State or federal money and private funding agencies...housed in leased building by itself...cooperative venture by six school districts...interdisciplinary programs, seminars, field work, independent study...each student encouraged to participate in a community-centered activity.

ALTERNATIVE WEST
410 MONTGOMERY
WYNNEWOOD, PA 19087
215-MI2-6272

RHODE ISLAND

MULTI-UNIT SCHOOL
500 WOOD STREET
BRISTOL, RI 02809
CONTACT: KENNETH FANGER

grades 3-7...3 years old...100-200 students...100% White...100% suburban...8 paid staff...all who apply are admitted...housed in leased building by itself.

ALTERNATIVE LEARNING PROJECT
180-182 PINE STREET
PROVIDENCE, RI 02903

grades 9-12...3 years old...100-200 students...60% White, 35% Black...70% inner-city, 30% urban...6 full time paid staff, 4 part-time...lottery with quotas selection process...public system funds supplemented by state or federal money...housed in leased building by itself...site placement/community action projects for students...extensive "seminar program".

SOUTH CAROLINA

WALK-IN SCHOOL
1716 WILLIAMS STREET
COLUMBIA, SC 29201

grades 7-12...2 years old...100-200 students...70% White, 30% Black...60% urban, 20% inner city...10 paid staff...students selected in order of application...public system funds supplemented by state or federal money...housed in school building by itself..."gives 'turned off' students a viable alternative"...curriculum developed around an ungraded program designed to award credit on an individual contract basis".

TENNESSEE

OAK RIDGE HIGH SCHOOL WEST CAMPUS
PROVIDENCE ROAD
OAK RIDGE, TN 37830
615-482-3389

grades 10-12...1 year old...50-100 students...100% White...100% urban...4 1/2 paid staff...reviewed application, interview selection process...housed in leased building by itself.

TEXAS

CARVER LEARNING CENTER
1905 NW 12TH
AMARILLO, TX 79109
806-373-9002

grades 9-12...1 year old...100-200 students...85% White, 13% Black...100% urban...9 paid staff...referral, reviewed application, interview selection process...public system funds supplemented by state or federal money (Title III)...housed in school system building with other school facilities..."the essential purpose of the program is academic with the added objective of fostering positive values and attitudes"...individualized programs developed through a modified contractual arrangement...weekly progress reports.

ALTERNATIVE EDUCATION CENTER
820 BUFFALO
CORPUS CHRISTI, TX 78401
512-883-2531
CONTACT: JIMMIE TODD

PROJECT OPPORTUNITY
805 W. CROCKETT STREET
CRYSTAL CITY, TX 78839
512-374-2243

SKYLINE CAREER DEVELOPMENT CENTER
7777 FORNEY ROAD
DALLAS, TX 75200
214-388-2101

METRO ALTERNATIVE SCHOOLS
2218 BRYAN STREET
DALLAS, TX 75204
214-744-5227

grades 8-12...4 years old...more than 500 students...55% Black, 40% White...60% inner-city, 30% urban...68 paid staff...referral selection process...8 different centers throughout city..."each school conceived to meet individual needs of the students".

HOUSTON COMMUNITY HIGH SCHOOL
315 E. BERRY ROAD
HOUSTON, TX 77022
713-695-6396
CONTACT: MARY ELIZABETH SCHELL

grades 10-12...' year old...50-100 students...100% urban...7 paid staff... eviewed application, interview selection process...state or federal funding...housed in school system building with junior high school program...attempts to create cultural and ethnic diversity through student body whic is representative of city population...has special program in Black History...attempts to integrate needs of students and district requirements into curriculum.

VERMONT

MONTPELIER EDUCATIONAL FACILITY
54 ELM STREET
MONTPELIER, VT 05641
802-775-4316

grades 9-12...4 years old...fewer than 50 students...100% White...75% rural...1 paid staff member...referral, interview selection process...community an state or federal funding...housed in leased building with other non-school programs...attempts to create sense of community in the school by providing specia group physical activities...provides learning experiences for minorities...emphasizes vocational education, college preparatory courses, environmental studies and social issues in curriculum.

EPIC
SPRINGFIELD HIGH SCHOOL
SPRINGFIELD, VT 05156

grades 9-12...3 years old...50 or fewer students...100% rural...4 paid staff...reviewed application, interview slection process...public system funds supplemented by state or federal money...housed in school system building with other programs.

RUTLAND ALTERNATIVE HIGH SCHOOL
187 N. MAIN STREET
RUTLAND, VT 05701
802-775-4316

VIRGINIA

HOFFMAN-BOSTON SCHOOL
1415 SOUTH QUEEN STREET
ARLINGTON, VA

WOODLAWN PROGRAM
4720 N 16TH STREET
ARLINGTON, VA 22205
703-527-1412
CONTACT: RAY ANDERSON

grades 10-12...3 years old...240 students...98% White...100% suburban...12 paid staff...lottery with quotas selection process...housed in school building by itself...varied and flexible curriculum...draw students from 3 county "home schools"...optional grades, independent study available...emphasis on giving student responsibiiity for own learning.

LYNCHBURG LEARNING CENTER
PARK AVENUE AND EIGHTH STREETS
LYNCHBURG, VA 24501
804-847-1664
CONTACT: LESLIE CAM

GARFIELD HIGH SCHOOL
PRINCE WILLIAM COUNTY SCHOOLS
PO BOX 389
MANASSAS, VA 22110
CONTACT: DAVID LEPARD

ALTERNATIVE LEARNING PROGRAM
LANGLEY HIGH SCHOOL
6520 GEORGETOWN PIKE
McLEAN, VA 22101
grades 9-12...2 years old...100-200 students... 94% White...100% suburban...3 paid staff...all who apply are admitted...housed in school system building with other school programs, facilities...curriculum emphasis on college preparatory courses, environmental studies and social-political issues...makes extensive use of professionals within the community.

MAURY HIGH SCHOOL
322 W. 15TH STREET
NORFOLK, VA 23517
CONTACT: EDWARD DAUGHTREY
grades 9-12...3 years old...more than 500 students... 52% White...90% inner city, 10% urban...156 paid staff... all who apply are admitted (assigned by geographical boundary)...public system funds supplemented by state or federal money...housed in school building by itself... has large staff making extensive use of student interns and volunteers...extensive curriculum offerings including vocational education, college preparatory courses and ethnic studies.

TRANSITION
600 RESERVOIR AVENUE
NORFOLK, VA 23504
804-441-2258
grades 7-12...3 years old...200-500 students...75% Black, 25% White...80% inner city, 10% urban...23 paid staff...referral, reviewed application, interview selection process...state or federal funding...housed in school building by itself...supports ethnic and cultural identity through courses and ethnic diversity of staff...every student signs a contract acknowledging an understanding of the rules and expected behavior...has job preparation for those who have not yet completed high school.

OPEN HIGH SCHOOL
203a E FRANKLIN STREET
RICHMOND, VA 23219
804-649-4502
grades 9-12...3 years old...140 students...7 paid staff...referral, lottery with quotas selection process (specific criteria now being drawn up)...housed in leased building with other non-school programs...extensive use of community...wide variety of learning experiences.

WASHINGTON

CONTINUATION SCHOOL
216 N. G STREET
ABERDEEN, WA 98520
206-532-7690 (ADMINISTRATION OFFICE)
grades 7-12...3 years old...50-100 students...98% White...90% inner city...10 paid staff...referral, reviewed application, interview selection process... public system funds supplemented by state or federal money...housed in leased building with other non-school programs.

AUBURN OFF CAMPUS
101 D N.W.
AUBURN, WA 98002
206-833-1980
grades 9-12...4 years old...100-200 students...81% White, 17% Indian...80% suburban, 20% rural...7 paid staff...all who apply are admitted...public system funds supplemented by community and state or federal money.

OFF CAMPUS
14200 S.E. 13TH PLACE
BELLEVUE, WA 98007
206-455-6183
CONTACT: WILLIAM JENNINGS
grades 8-12...4 years old...100-200 students...98% White...100% suburban...8 paid staff...all who apply are admitted (when space is available)...public system funds supplemented by state or federal money...housed in school building by itself...serves all kinds of students although primarily a drop-out program..."human experience provides subject matter for curriculum".

BELLINGHAM STREET ACADEMY
1256 STATE STREET
C/O YMCA
BELLINGHAM, WA 98225
206-676-6400 (DISTRICT INFORMATION)
grades 9-12...3 years old...50 or fewer students...90% White...100% suburban...2 paid staff, 3 part time...all who apply are admitted until quota is met...community, state or federal funding, "with cooperation from school district"...housed in leased building (YMCA) with other non-school programs.

SPECIAL ASSIGNMENT SCHOOL
18603 BOTHELL WAY NE
BOTHELL, WA 98011
CONTACT: G.I. NELSON
grades 9-12 +...4 years old...50-100 students...80% suburban...7.5 paid staff...referral, reviewed application, interview-selection process...public system funds supplemented by state or federal money...housed in school system building with other programs...primarily suburban and rural student population...offers vocational education and college preparatory courses in addition to basic skills curriculum.

SUMMERHILL
11TH AND LINCOLN
BREMERTON, WA 98310
206-478-5065
CONTACT: DICK SAGOR
grades 9-12...3 years old...50-100 students...96% White, 100% suburban...5 paid staff...first come, first served selection process...public system funds supplemented by state or federal money (Title I)...housed in school system building with other school facilities...wide variety of curricular offerings...primarily serves drop-outs...emphasis on democratic decision-making, using committee system...independent study, classes, programmed instruction, field trips, projects...conference counseling, using contract agreements...strong in creative arts...emphasis on individual responsibility.

SEA RESOURCES
OCEAN BEACH SCHOOL DISTRICT #101
P.O. Box 117
CHINOOK, WA 98614
206-423-3739 (ADMINISTRATION OFFICE)
grades 11 and 12...4 years old...50 or fewer students... 95% White...100% rural...2 paid staff...interview selection process...public system funds supplemented by community and state or federal money...housed in leased building by itself..."use of real vocational problems as learning experiences".

MARINER HIGH SCHOOL
200 120TH STREET
EVERETT, WA 98204
206-355-6222
CONTACT: CLIFF GILLIES
grades 9-12...more than 5 years old...1500 students... 80% White...60% suburban, 40% rural...for those who live in district, all who apply are admitted...referral, reviewed application, interview selection process for those out-of-district...public school system funds supplemented by state or federal money...housed in school system building w other school facilities, programs...emphasis on 7 concepts: interdisciplinary approach, personalized learning, continuo growth, integrated, sequential program, teaching concepts, coordination and in-service, teacher-advisor counseling.

OLIVIA PARK ELEMENTARY
200 108TH STREET SW
EVERETT, WA 98002
206-259-9111 (SUPERINTENDENT'S OFFICE)
kindergarten-grade 5...more than 5 years old...200-500 students...94% White...75% suburban, 25% urban...20 paid staff, 8 aides...district service area selection process... public system funds supplemented by state or federal money. housed in a school building by itself...extensive parent support.

RE-ENTRY SCHOOL
BOX L
ISSAQUAH DISTRICT #411
ISSAQUAH, WA 98027
206-392-6477
grades 8-12...4 years old...fewer than 50 students... 80% White, 10% Indian...75% suburban...8 paid staff... interview selection process...public system funds supplemented by state or federal money...housed in school system building with other school programs... primarily serves drop-outs success oriented environment.

KENNEWICK HIGH SCHOOL
500 S. DAYTON STREET
KENNEWICK, WA 99336
509-582-2105
CONTACT: JOHN WALKER

LAKE WASHINGTON COMMUNITY SCHOOL
WAVERLY WAY AND MARKET STREETS SUITE A
KIRKLAND, WA 98033
206-822-7816
CONTACT: MOLLY ROESELER
kindergarten-grade 6...3 years old...50 students or fewer... 96% white...100% suburban...2 paid staff...first come, first served selection process...housed in school building by itself...extensive use of parents and volunteers.

BASIC EDUCATION SKILLS TRAINING SCHOOL (BEST)
BOX 619
KIRKLAND, WA 98033
206-822-0289
grades 10-12...more than 5 years old...fewer than 50 students... 98% white...10% suburban...3 paid staff...referral, reviewed application, interview selection process...housed in school building by itself...primarily drop-out program...learning contracts..."Individual Guided Education".

MERCER CREST ELEMENTARY SCHOOL
4136 86TH S.E.
MERCER ISLAND, WA 98040
206-232-1660
kindergarten-grade 6...3 years old...200-500 students... 95% white...100% suburban...27 paid staff (includes part-time)... first come, first served up to quota...housed in school building by itself..."middle ground of 'openness' between self contained and open school operations"...decentralized decision making... emphasis on individualization.

MESA ELEMENTARY SCHOOL
MESA, WA 99343
509-265-4229
CONTACT: JOHN HACKNEY

OAKVILLE OPEN SCHOOL
BOX H
OAKVILLE, WA 98568
206-273-5571 (ADMINISTRATION OFFICE)

OPERATION MOTIVATION
1515 E. LEWIS
PASCO, WA 99301
509-547-9531 (ADMINISTRATION OFFICE)
CONTACT: CLARENCE ALFORD
grades 10-12...more than 5 years old...100-200 students...76% White, 12% Spanish surname...70% inner city, 20% urban...5 paid staff..."students whose needs can be met as described in proposal for program are admitted"...state or federal funding...housed in leased building with other non-school programs...work study program offers paid jobs to students...emphasis on building positive self-image.

MIND GALLERY
1006 KARCHER ROAD
PORT ORCHARD, WA 98366
206-876-8151
CONTACT: JIM WOZLIK
grades 10-12...3 years old...42 students...3 paid staff... application process based on immediate needs of students... preference given to students withdrawn from school for 60 days...school is major community focus.

SARTORI PROGRAM
315 GARDEN AVENUE N
RENTON, WA 98055
206-235-2200
grades 8-12...4 years old...215 students...90% White...40% urban, 40% suburban...11 paid staff... referral, reviewed application, interview selection process... public system funds supplemented by state or federal funding...housed in school system building with other system facilities...half-day program (flexible scheduling)... vocational workshops, work experience offered.

ADAPTABILITY EMPHASIS
BAGLEY ELEMENTARY SCHOOL
7821 STONE AVENUE N
SEATTLE, WA 98103
206-587-5674
CONTACT: ED HASLAM

AL GHANI
15343 25TH AVENUE NE
SEATTLE, WA 98155
206-587-5050
CONTACT: FRANK LOVE
grades 10-12...2 years old...40 students...100% White... 100% suburban...1 paid staff...reviewed application, interview selection process...housed in school system building with other school programs...wide range of learning experiences including independent study options and in-community work... emphasis on coaxing students to accept responsibility.

ALLEN'S ALLEY
ALLEN ELEMENTARY SCHOOL
6615 DAYTON AVNEUE N.
SEATTLE, WA 98103
206-587-5665
CONTACT: ROBERT HASSON
grades 3-5...2 years old...47 students...100% White...100% suburban...2 paid staff...all who apply are admitted... located in one room building on grounds of regular elementary school..."emphasis on inquiry and the energetic following up of independent projects"...daily planning sheets filled out by students listing day's activities.

ALTERNATIVE ELEMENTARY SCHOOL
5320 17TH AVENUE S
SEATTLE, WA 98118
206-587-6440
CONTACT: JOHN MOREFIELD
kindergarten-grade 9...4 years old...50-100 students... 88% White...95% urban...5 paid staff...reviewed application, interview selection process...housed in school building by itself...started by parents...finding middle ground between permissiveness and authority...extensive use of aides... "clusters", learning centers with variety of emphasis.

AMERICAN INDIAN HERITAGE HIGH SCHOOL
8815 SEWARD PARK S. PORTABLE 20
SEATTLE, WA 98118
206-587-6593
CONTACT: BRUCE WILKIE
grades 7-12...1 year old...50 or fewer students...100% Indian...100% urban...4 paid staff...interview selection process...housed in school building by itself.

BASIC SKILLS EMPHASIS PROGRAM
DAY ELEMENTARY SCHOOL
3921 LINDEN AVENUE N
SEATTLE, WA 98103
206-587-3502
CONTACT: NORMAN McLEOD

BROADVIEW II
c/o BROADVIEW SCHOOL
12515 GREENWOOD AVENUE
SEATTLE, WA 98133
206-587-5683
grades 1-6...2 years old...50-100 students...99% White... 99% urban...3 paid staff...reviewed application selection process...public system funds supplemented by state or federal money...housed in school system building with other school facilities, programs...school was created by parents, who now serve the school in key roles...emphasizes strong staff-parent relationship in which parents assume daily responsibilities in tutoring, preparing material, and discussion of direction and content of the program...tries to minimize competition and create a sense of togetherness in the school.

COUNTER BALANCE
QUEEN ANN HIGH
215 GALER STREET
SEATTLE, WA 98109
206-587-6300
grades 10-12...2 years old...50-100 students...96% White... 100% inner-city...2 paid staff...reviewed application, interview selection process...housed in school system building with other programs.

EXTENDED SERVICES PROGRAM
2410 E. CHERRY
SEATTLE, WA
206-587-6426
CONTACT: GLENDA DESPER

INTERIM SCHOOL
550 MERCER
SEATTLE, WA 98109
206-587-6336
CONTACT: OLAF KVAMME
grades 9-12...1 year old...50-100 students...66% White, 21% Black, 13% Indian...100% inner-city...3 paid staff... interview selection process, must have dropped out of school and be between ages 14-21...housed in leased building with other non-school programs...emphasis on basic skills...serves graduate equivalency Degree students and those on way back to regular high school.

LINCOLN COMMUNITY EDUCATION PROGRAM
4400 INTERLAKE AVENUE N
LINCOLN HIGH SCHOOL
SEATTLE, WA 98133
206-587-4286
CONTACT: DICK EROMAN
kindergarten-grade 12+...4 years old...involves 1000 people per week...77% White, 10% Black...82% urban, 15% inner-city... 25 paid staff...all who apply are admitted...public system funds supplemented by private and community funding agencies... housed in school system building with other school programs, facilities...community education (primarily adult-environment)... "only night high school in Northwest that is part of school district".

NOVA PROJECT
FIFTH AND SENECA STREETS
SEATTLE, WA 98101
206-587-5072
CONTACT: MARTIN HAHN
grades 9-12...4 years old...50-100 students...84% White... 70% urban, 20% inner-city...7 paid staff... open lottery, interview selection process (students come from throughout the city)...housed in leased building with other non-school programs... heavy emphasis on individual--each designs, carries out and evaluates own learning program.

NEIGHBORHOOD YOUTH CORPS II
500 SAGE BUILDING
1305 THIRD AVENUE
SEATTLE, WA 98101
206-583-2759
CONTACT: BERNARD MRAZIK
grades 10-12...4 years old...100-200 students...55% White, 36% Black...74% urban, 26% inner-city...12 paid staff... reviewed application, interview selection process...public system funds supplemented by state or federal money...housed in leased building with other non-school programs...totally individualized curriculum to suit each students needs...includes vocational educational and college preparatory programs.

OCCUPATIONAL AND CAREER EMPHASIS PROGRAM
LATONA ELEMENTARY SCHOOL
401 N.E. 42ND 206-587-3520
SEATTLE, WA 98109 CONTACT: DAVE MONEYMAKER
pre-kindergarten-grade 5...more than 5 years old...200-500 students...80% White, 10% Black...100% urban...20 paid staff... all who apply are admitted...public system funds supplemented by state or federal money...housed in school building by itself...elementary school which gears pre-kindergarten to grade 5 children to career-oriented fields...children have 8 fields to choose from...enrollment limited to immediate area.

PAROLE SERVICES LEARNING CENTER
2377 EASTLAKE AVENUE E
SEATTLE, WA 98103
206-587-5050
grades 9-12...3 years old...50-100 students...50% Black, 50% White...50% inner-city...30% urban...6 paid staff... referral, reviewed application, interview selection process... public system funds supplemented by state or federal money... housed in leased building by itself...combination of school and parole services...serves students in trouble by building up self-concepts.

PROJECT INTERCHANGE
730 SOUTH HOMER STREET
SEATTLE, WA 98108
206-587-5696
CONTACT: DAVE RINKEL
grades 7-12...more than 5 years old...200-500 students... 46% White, 40% Black...60% inner-city, 40% urban...18 paid staff...referral, reviewed application, interview selection process...public system funds supplemented by state or federal money...housed in school building by itself...drop-out prevention program...vocational training, individualized academic program, and work experience options.

PROJECT INTERCHANGE JUNIOR HIGH
3704 S. FERDINAND
SEATTLE, WA 98118
206-725-3801
CONTACT: DAVE RINKEL
grades 7-9...3 years old...fewer than 50 students...65% White, 30% Black...50% inner-city, 40% urban...7 paid staff... interview and test score selection process...public system funds supplemented by state or federal money...housed in leased building by itself...offers consumer education, ethnic studies in addition to basic skills in curriculum.

PS #1
2610 NOB HILL AVENUE
SEATTLE, WA 98109
206-587-5050
CONTACT: ELLEN BROWN
grades 10-12...3 years old...100-200 students...94% White... 90% urban, 10% inner-city...9 paid staff...reviewed application, interview selection process...public system funds supplemented by state or federal money...housed in leased building by itself.

ROOSEVELT TUNE IN
1410 N.E. 66TH STREET
SEATTLE, WA 98115 (MAILING ADDRESS)
206-587-4224 (MAIN HIGH SCHOOL)
CONTACT: LORING CALKINS
grades 9-12...4 years old...fewer than 50 students... 100% White...100% urban...4 paid staff...referral, reviewed application, interview selection process...housed in leased building with other non-school programs.

SUMMIT SCHOOL
1415 SUMMIT AVENUE
SEATTLE, WA 98110
206-587-5152
CONTACT: DAVE POWELL
grades 9-12...1 year old...50-100 students...83% White... 100% urban.inner-city...8 paid staff...lottery by quotas (by area of city)...housed in school building by itself... extension of NOVA program...emphasis on independence with structure.

THE COTTAGE
8815 SEWARD PARK AVENUE SOUTH
SEATTLE, WA 98118
206-587-3585
CONTACT: GARY NESS
grades 9-12...4 years old...100-200 students...66% White, 17% Asian, 12% Black...80% urban, 10% inner-city, 10% suburban... 4 paid staff, 2 aides...all who apply are admitted...students and staff determine curriculum and scheduling...makes extensive use of community resources with over 75 learning experiences in the community.

THE FRANKLIN PROJECT
FRANKLIN HIGH SCHOOL
3013 S. MT. BAKER BOULEVARD
SEATTLE, WA 98144
206-587-3530
CONTACT: FRANK HANWAIT
grades 10-12...4 years old...fewer than 50 students...85% Black, 10% White...100% inner-city...4 paid staff...referral, interview selection process...state or federal funding... housed in school system building with other system programs... open classroom.

PRACTICUM IN COMMUNITY INVOLVEMENT
SHADLE PARK HIGH SCHOOL
4327 ASH STREET, N
SPOKANE, WA. 99205
509-455-5242
CONTACT: FRANK WINDISHAR
grade 12...3 years old...50 or fewer students...80% White,10% Indian 10% Spanish surname...1 paid staff...referral, reviewed application, interview selection process...housed in school system building with other school programs...4 basic goals: 1) to design a community which students would like to live in for the year 1985, 2) to provide students (Practicum members) an opportunity to become informed prospective voters through involvement in current issues, 3) to provide Practicum members with experience in making binding decisions regarding themselves, their lives, education and individual and social capacities, and 4) to provide Practicum members an opportunity to study the decision making process from an interdisciplinary point of view.

PROJECT SCOPE (STUDENT COMMUNITY ORGANIZED PLANNED EDUCATION)
W 825 TRENT AVENUE
SPOKANE, WA 99201
grades 7-11...4 years old...200-500 students...85% White... 50% urban, 50% inner-city...26 paid staff...referral, interview selection process...state or federal funding... housed in school system building with other school programs... designed for drop-outs and otherwise disenfranchised students... 3 major components: a) basic skills, b) pre-employment (offers community service training), c) learning centers to offer concentrated special assistance for special problems..."school is not a place but an activity, a process of becoming; life is your campus; the city, your text".

SPOKANE CONTINUATION HIGH
N 1617 CALISPEL STREET
SPOKANE, WA 99205
CONTACT: THEODORE RUNBERG
grades 9-12...more than 5 years old...200-500 students... 84% White...60% inner-city, 30% urban...33 paid staff...all who apply are admitted...public system funds supplemented by state or federal funding...housed in 2 school buildings by itself..."the purpose of the school is to motivate the student who previously lacked direction, to help undisciplined youth recognize their responsibilities, to discover educational possibilities for the non-academic person, and to work with each individual in the attainment of his potential"...flexible modular-type curriculum...night classes are available.

PRE-VOCATIONAL PROGRAM
BOX 1357
TACOMA, WA 98401
206-FU3-1811 (DISTRICT INFORMATION)
CONTACT: ROBERT ORLANDO

STADIUM HIGH SCHOOL
111 NE STAUT STREET
TACOMA, WA 98401
206-FU3-5781
CONTACT: HOWARD JENSEN
grades 10-12...more than 5 years old...more than 500 students... 91% White...100% urban...81 paid staff...referral, reviewed application, interview selection process...public system funds supplemented by state money...housed in school system building with other school programs, facilities..."faculty and students plan an annual 6-week mini-quarter with varied courses... some students are in direct community assignments, some students attend off-campus classes..."opens doors to the students' interests as possible career achievements".

STEWART JUNIOR HIGH SCHOOL
BOX 1357
TACOMA, WASH. 9840]
206-GR5-6600
CONTACT: MR. CLARK

WALLA WALLA HIGH SCHOOL
363 S. PARK STREET
WALLA WALLA, WA 99362
509-525-6042 (ADMINISTRAITON OFFICE)

THE PLACE
YAKIMA SCHOOL
DISTRICT #7
120 E. WALNUT
YAKIMA, WA 98902
509-457-6136
CONTACT: BOB ALEXANDER
grades 9-12...more than 5 years old...50-100 students... 76% White, 17% Black...45% urban, 25% inner-city, 20% suburban, 10% rural...6 paid staff, 4.5 aides...referral, reviewed application selection process (screening board)... public system funds supplemented by state money...housed in leased building with other non-school programs...extensive community support.

THE UPSTAIRS SCHOOL
c/o GARFIELD SCHOOL
6TH AND FAIRBANKS STREETS
YAKIMA, WA 98902
509-453-2111
grades 7012...3 years old...100 students...90% White... 95% inner-city...6 paid staff...referral, interview selection process (must have dropped out of regular school due to pregnancy)...public system funds supplemented by community money...housed in school system building with other system programs, facilities.

WISCONSIN

CITY SCHOOL
210 S BROOKS
MADISON, WI 53715
608-257-8585

MALCOM SHABAZZ HIGH SCHOOL
314 N SHERMAN AVENUE
MADISON, WI 53704
CONTACT: STUART DYMZAROV
grades 9-12...4 years old...100-200 students...84% White... 100% urban...12 paid staff (full-time equivalencies)... open lottery selection process...housed in leased building with other non-school programs...students have significant input into curriculum policy, decision making...uses community volunteers and special resource people.

INDEPENDENT LEARNING CENTER
1437 W LINCOLN AVENUE
MILWAUKEE, WI 53215
414-384-4760
CONTACT: MARY LOU ARUM
grades 9-12...4 years old...less than 50 students...90% White...100% inner-city...5 paid staff...reviewed application, interview selection process (must have specific need and live in south side of Milwaukee)...state or federal funds supplemented by private funding agencies...housed in leased building by itself...for students with specific needs like probation, parole and pregnancy.

JACKIE ROBINSON SCHOOL
PECKHAM ANNEX
6725 W BURLEIGH
MILWAUKEE, WI 53200
414-475-8550 (MAIN SCHOOL)
CONTACT: MR. CIBULKA

LIBERTY SCHOOL
c/o DR. GORDON JENSEN
DEPARTMENT OF EXCEPTIONAL EDUCATON
PO DRAWER 10K
MILWAUKEE, WI 53201
414-282-9600
CONTACT: GORDON JENSEN

WALDEN III
RACINE ALTERNATIVE HIGH SCHOOL
620 LAKE AVENUE
RACINE, WI 53401
CONTACT: DAVID JOHNSON
grades 11-12...2 years old...200-500 students...85% White, 11% Black...70% urban, 12% inner city, 17% suburban...13 paid staff...all who apply are admitted... housed in leased building with other non-school programs...school started primarily by teachers and students...tries to encourage self-directed learnings... utilizes volunteers and interns...attempts to get students involved in staff meetings and decision making process.

NEW WAY LEARNING CENTER
SOUTH WOOD COUNTY COMMUNITY PROJECT
231 W GRAND AVENUE
WISCONSIN RAPIDS, WI 54494
715-423-3310
grades 10-12...2 years old...fewer than 50 students... 93% White...100% rural...9 paid staff...referral, parental signature selection process...public system funds to begin in 1974...housed in leased building by itself...flexibility within a structured set of guidelines...utilizes resources such as, community leaders, institutions, etc. to meet programatic objectives as well as to use in the classroom.

WYOMING

CHEYENNE ALTERNATIVE HIGH SCHOOL
LARAMIE COUNTY SCHOOL DISTRICT #1
1810 CAPITOL AVENUE
CHEYENNE, WYO 82001
307-634-8040
grades 10-12...1 year old...50 or fewer students... 62% White, 17% Black, 14% Spanish surname...100% urban...3 full time paid staff, 2 part time...first come, first served selection process...state or federal funding...housed in a rented building by itself... individualized instruction for "students who for some reason have left or would not go to the regular high school situation".

PASCAL
121 NORTH FIFTH WEST
RIVERTON, WYO 82501
grades 8-12...3 years old...50-100 students...45% Indian, 42% White, 13% Spanish surname...100% rural...11.5 paid staff...all who apply are admitted...state or federal funding...housed in school building by itself.

PUERTO RICO

POSITIVE BEHAVIORAL CHANGES THROUGH INTENSIVE ORIENTATION
BARRANQUITAS, PUERTO RICO

EDUCATIONAL OPPORTUNITIES CENTER AT BUCHANAN (COEB)
BUCHANAN
GUAYNABO SCHOOL DISTRICT
GUAYNABO, PUERTO RICO

SPECIAL EDUCATIONAL PROGRAM FOR THE HANDICAPPED
DEPARTMENT OF EDUCATION
HATO REY, PUERTO RICO

EUGENIO MARIA DE HOSTOS COOPERATIVE
MULTI-GRADED SCHOOL
TENTIENTE CESAR GONZALES AVENUE
HATO REY, PUERTO RICO

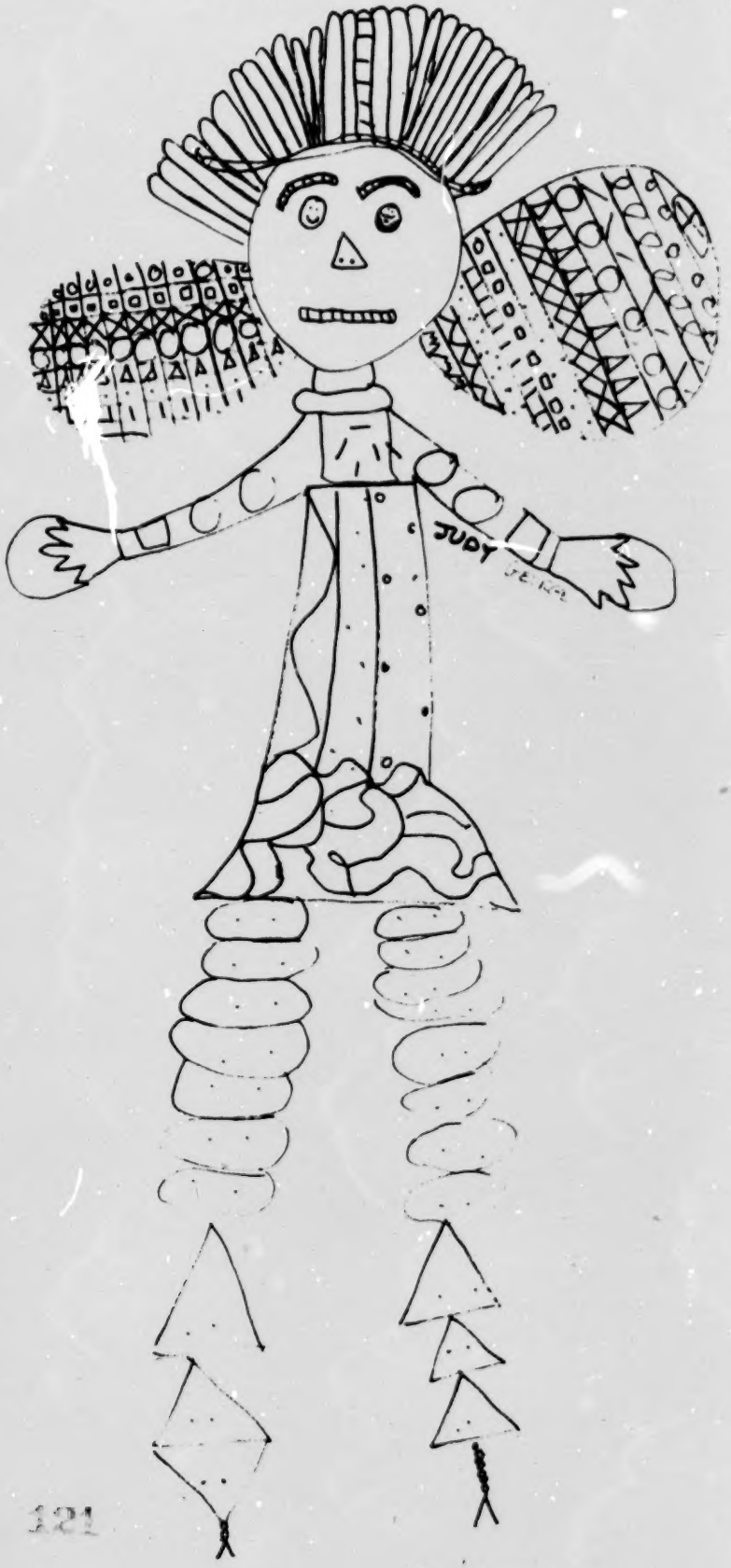
RESIDENTIAL CENTER OF EDUCATIONAL OPPORTUNITIES (CROEM)
BOX AX
MAYAGUES, PUERTO RICO 00708

SPECIAL PROGRAM SCHOOL
PURU STREET, HYDE PARK
RIO PIEDRAS, PUERTO RICO

WASHINGTON D.C.

SCHOOL WITHOUT WALLS
10TH AND H, N.W.
WASHINGTON, D.C. 20000
202-629-3031
CONTACT: EDWARD DAVIS

WASHINGTON URBAN LEAGUE STREET ACADEMY
1424 16TH STREET N.W.
WASHINGTON, D.C. 20036
202-387-0787
CONTACT: DOROTHY SHARPE
grades 9-12...2 years old...300 students...100% Black...100% inner city...38 paid staff...federal funding (NIE)..."experimental-alternative school for disaffected high school age youth--hopes to be incorporated within public system"..three program areas--high school diploma, work component, advanced education.



INFORMATION ipd

on instruction and professional development from the National Education Association
1201 Sixteenth Street, N.W., Washington, D.C. 20036

August 1974

ALTERNATIVE EDUCATION: AN ANNOTATED BIBLIOGRAPHY

Alternatives to education can range from the School of Hard Knocks, through home study and correspondence courses, to such diploma-granting mechanisms as the General Educational Development (GED) test. Alternatives in education, on the other hand, are limited to individual schools and schools within schools that offer within the system some type of an alternative to the instructional status quo. Since it is often difficult in practice to separate alternatives this neatly, the materials in this document include both approaches to alternative education.

Because they typically practice a large number of educational innovations, alternative schools are considered, at least by a growing number of their supporters, as a safe and useful strategy for educational reform within the school system -- an effort to invent processes that will make pluralism possible. There is no assumption that if an alternative school succeeds all others must do likewise. As an alternative, its success can only be measured in terms of how well it serves its own constituency.

A Glossary of Alternative Schools

Open School -- learning activities individualized and organized around interest centers within the classroom or building.

School Without Walls -- learning activities throughout the community and much interaction between school and community.

Magnet School, Learning Center, Educational Park -- a concentration of learning resources in one center available to all of the students in the community.

Multicultural School, Bilingual School, Ethnic School -- emphasis on cultural pluralism and ethnic and racial awareness.

This material has been prepared to assist members of the united teaching profession in their quest for professional excellence. More information is available from your local NEA representative and the NEA's Information Center on Instruction and Professional Development.

IPD Doc. 74-5

Street Academy, Drop-Out Center, Pregnancy-Maternity Center -- emphasis on learning programs for students in targeted populations.

School-Within-A-School -- could be any of the above organized as a unit within a conventional school.

Mini-School -- subdivision of a large school into smaller manageable groups or personalized units.

Integration Model -- could be any of the above with a voluntary population that is representative in racial, ethnic, and socioeconomic class make-up of the total population of the community.

Free School -- emphasis on greater freedom for students and teachers. This term is usually applied to nonpublic alternatives, but a few are operating within public school systems.

Open School for Able Students -- for those frustrated by typical, traditionally organized schools. Individualized study and self-direction are stressed, but unlike "schools without walls," the program is centered in one building.

School for Students with Special Problems -- for academically failing, disruptive, or pregnant students who, without such special programs, would probably leave or be forced out of school.

Elementary Alternatives -- alternative offerings within the same building, such as team teaching, an open classroom, and a traditional school program.

Books, Pamphlets, and Reports

Bailey, Stephen K., and others. Alternative Paths to the High School Diploma. Reston, Va.: National Association of Secondary School Principals, 1973. 61 pp. The traditional approach to education and many new alternative approaches have failed to serve the needs of students or to prevent students from dropping out. The authors propose a complete design whose instruments are a Regional Learning Service (RLS) and an External High School Diploma. RLS directions and policies are determined by local school authorities. Its purpose is to assist alienated high school age youth to identify their educational goals through counseling, testing, and field-based experience. RLS also provides a variety of learning options in educational institutions or in the community, both of which will lead to a diploma. The time and framework for earning the diploma depend on the individual student's needs, abilities, and motivations.

Bhaermen, Steve, and Denker, Joel. No Particular Place To Go: The Making of a Free High School. New York: Simon and Schuster, 1972. 222 pp. Two radical teachers set up a "free school" in Washington, D. C., to offer alternative education to disaffected, rebellious, bored middle-class high school students. Some of their ideas worked, some did not. The story is told from the perspective of each teacher, who examines the school's effects on both teacher and students and calls for application of the free school philosophy for radical reform of public secondary education.

Boulding, Elise. New Approaches to Learning: Alternative Education and Open Schools. Washington, D. C.: Commission on Science Education, American Association for the Advancement of Science, 1971. 23 pp. A brief review of the free school movement, focusing on open schools or schools without walls. The goals and characteristics of open systems of learning are described and problems are analyzed. Requirements for transforming the public schools include turning the schools into a headquarters and the entire community into a complex of learning sites, and reorganizing learning across disciplinary lines with assistance from scholars and university-based professionals. References on the new school concept and an extensive bibliography of resources, periodicals, and books are included.

Bremer, John, and Von Moschzisker, Michael. School Without Walls: Philadelphia's Parkway Program. New York: Holt, Rinehart, and Winston, 1971. 299 pp. This is an exposition of principles of the Parkway Program. The first section deals with various aspects of the program (social and administrative organization; curriculum; selection of faculty; a day in the life of a Parkway student; student, teacher, and program evaluation; and finance), the task of informing and educating the community, and Parkway's history. The second section presents individual accounts of the Parkway experience written by students, interns, faculty members, a unit head, a parent, and a journalist.

Cable, Greg. Alternatives: Strategies and Stumbling Blocks. Toronto: Research Department, Toronto Board of Education, 1973. 60 pp. This report on alternative educational systems presents an overview of some current theories and proposals for educational reform as background to the description of development of three alternative schools in Toronto formed by groups outside the public system and established under the jurisdiction of the Board of Education. Development is described in terms of the financial, legal, and administrative arrangements made by the schools and the Board; and an informal evaluation of the success of these programs is made. A bibliography is included.

Congrève, Willard J., and Rinehart, George J., editors. Flexibility in School Programs. Worthington, Ohio: Charles A. Jones Publishing Co., 1972. 100 pp. The authors, both leaders in public schools, describe the results of a nationwide inquiry to determine what schools are doing to achieve flexibility in educational programs. In addition to their own descriptions and analyses, they have included essays from eight school systems across the country that were invited to report on the successes and difficulties encountered in moving toward more flexible programming. The collection provides stimulating ideas for those who likewise are searching for practices that will make schools responsive to the needs of today's youth.

Cooper, Bruce. Free and Freedom Schools: A National Survey of Alternative Programs. Washington, D. C.: President's Commission on School Finance, November 1971. 145 pp. Cooper's report is a comprehensive and well-documented study of the alternative schools movement. He patterns the developmental phases and survival rates of the free schools and includes substantial sections on governance, finances, and legal matters.

Dennison, George. The Lives of Children: The Story of the First Street School. New York: Random House, 1969. 308 pp. Dennison believes that if our concern were with the lives of children rather than their instruction, the schools could be used in a regenerative way, and this is the intent of the First Street School in New York City's Lower East Side. His experience in starting the school is recorded with much detail and insight. His sensitive treatment of the complexities of urban life and the pressures of race relations on the education experience provides meaningful reading.
Dennison also gives the reader useful material on how to start a school and what curriculum resources are available.

Eriksen, Aase, and Gantz, Joseph. Partnership in Urban Education: An Alternative School. Midland, Mich.: Pendell Publishing Co., 1974. 160 pp. The authors describe implementation of the PASS model (Public Alternative School System) in West Philadelphia, step by step, from concept to reality. The book is at once a manual for educators and community leaders who want responsive schools, a resource guide for those interested in changing existing schools, an academic report, and a human story of teachers, students, and a community who worked together toward a positive goal.

Fantini, Mario, and Gittell, Marilyn. Decentralization: Achieving Reform. New York: Praeger Publishers, 1973. 170 pp. Concerned with urban decentralization and the need for institutional change -- including school reform -- the book includes model plans for a legislative approach to decentralization.

Glines, Don. Creating Humane Schools. Revised edition. Mankato, Minn.: Campus Publishers, 1972. This outstanding practical book on innovation, with excellent how-to-do-it guidelines, is for those who have reached the implementation stage of establishing optional educational patterns. It provides a broad array of ideas and insights into techniques and processes. Much of the book is based on Glines's experience as initiator and director of the highly praised Wilson School, a pre-K-12 alternative for 608 students in Mankato.

Graubard, Allen. Free the Children: Radical Reform and the Free School Movement. New York: Pantheon Books, 1972. 306 pp. Graubard analyzes the movement for alternative schools outside the public school system. He deals heavily with its relation to social change and is ultimately interested in the strategies that dislodge power and status in the school system. Although he does not claim to provide an "accurate and complete description" of the free school movement, his treatment is most thorough. The book deals only indirectly with public alternatives, but there are many illuminating sections on the questions of staff, use of space, and relations to the larger community that have general significance. Numerous examples and case studies illustrate the different expectations and outcomes in free schools of varied communities -- the white middle-class alternative to the black community school.

Gross, Ronald, and Gross, Beatrice, editors. Radical School Reform. New York: Simon and Schuster, 1970. This compilation reflects a broad range of radical thought and practice in education and provides

a quick exposure to some leading critics and theorists. The introduction defines radical as "going to the root -- posing fundamental problems and responding with theories and practices which are genuine alternatives." Social critics like Goodman and Friedenberg write of the theories behind radical educational reform; Holt and Kozol paint the harsh realities; Postman, Ashton-Warner, Kohl, and others describe new ways of teaching. Most of the papers are excerpts from major works of the various authors. The editors conclude the book with a call for a truly competitive system of private and public alternatives.

Holt, John. Freedom and Beyond. New York: E. P. Dutton Co., 1972. 273 pp. The author describes educational alternatives beyond the formal institutional type of schooling. An important part of the book is devoted to alternatives that would remove barriers to learning and advancement by economically disadvantaged students. Holt also presents some interesting ideas on discipline, schooling the poor, and reading without schooling. The list of references is quite complete and up to date.

Kozol, Jonathan. Free Schools. Boston: Houghton Mifflin Co., 1972. 146 pp. How to start and maintain a free school, with information on governance, parent involvement, legal matters, building and health codes, staffing, curricula, and funding. The author emphasizes that the schools he has in mind must teach basic skills and that their educational style must be directive.

Martin, John Henry, and Harrison, Charles H. Free To Learn: Unlocking and Ungrading American Education. Englewood Cliffs, N. J.: Prentice-Hall, 1972. 185 pp. The authors propose an open, year-round, ungraded school in which children progress at individual rates and interaction and cooperation are emphasized through multi-age grouping and student tutoring programs. They consider that library service, physical education, vocational guidance, counseling service, and education in the arts would be more effective as community-run programs in community centers where all citizens would be encouraged to participate. The book offers practical suggestions for restructuring educational institutions.

Moore, Donald R., and others. The Metro School: A Report on the Progress of Chicago's Experimental "School Without Walls." Chicago: Urban Research Corporation, 1971. 99 pp. The educational program of Metro School is based on student control of learning direction and use of city resources, businesses, cultural institutions, and community organizations, as laboratories for learning. Three documentary reports of the program are included: "Metro Catalog" is a guide to resources, courses, and units for the student; "First Semester" describes and analyzes progress and problems of Metro in 1970; and "Rationale and Program" was the initial statement of goals and plans. Also included are newspaper articles about the school, teacher selection and contract criteria, formative evaluation memos, and a statement of organization and purpose of the URC.

Mushkin, Selma J., editor. Recurrent Education. National Institute of Education, U. S. Department of Health, Education, and Welfare. Washington, D. C.: U. S. Government Printing Office, 1974. 347 pp.

Papers from the Georgetown University Conference on Recurrent Education in March 1973. This volume is based on the assumption that a comprehensive strategy is needed for all post-compulsory or post-basic education. This, according to the editor, will require methods for broadening choices and making more flexible the structure within which decisions are made to study or work on a lifetime basis.

National Education Association, Instruction and Professional Development. "Alternative Schools." Briefing Memo, No. 5. Washington, D. C.: the Association, August 1974. 4 pp. A concise statement, outlining some definitions, some alternatives to alternatives, and some questions for consideration by teachers and their associations.

National Education Association, Research Division, and American Association of School Administrators. Alternative High Schools: Some Pioneer Programs. Educational Research Service Circular No. 4. Washington, D. C.: the Association, 1972. 55 pp. This report includes 47 verified descriptions of alternative high school programs serving students in 38 school systems which operated during the school year 1971-72. A brief bibliography, an index to the programs and their features, and several student aid programs and forms used in alternative high schools, especially in large school systems, are also included.

Nold, Joseph J. Outward Bound Approaches to Alternative Schooling. A Preliminary Paper. Denver: Colorado Outward Bound School, April 1973. 30 pp. Outward Bound is an educational experience of self-discovery that uses challenges found in a natural setting as the teaching medium. Program adaptations of Outward Bound concepts and methods for alternative education fall into five categories: (1) motivation programs, (2) human relations program within a school, (3) alternatives to traditional physical education, (4) curriculum enrichment, and (5) faculty development. Six descriptions of programs in New Jersey, Colorado, and Massachusetts illustrate these categories.

Resnick, Henry. "Parkway: A School Without Walls." High School. (Edited by Ronald Gross and Paul Osterman.) New York: Simon and Schuster, 248-62; 1971. Resnick gives a thorough description of the origin and nature of this now well-known alternative school in Philadelphia. Originally a part-time member of Parkway's "community of learners," he presents the details and feeling of an insider's view and the objectivity of someone who has gone back to observe the results. The article contains a good explanation of Parkway's open structure of units, management groups, and town meetings. The tutorial approach, Resnick emphasizes, provides an effective balance of cognitive and affective learning. On his return to the school, Resnick encountered poor attention and some comments of "boring" and "confusing," which he suggests indicates that the director might have to deal with the problems that the school's creator, John Bremer, called the "messiness of learning."

Saxe, Richard W., editor. Opening the Schools: Alternative Ways of Learning. Berkeley, Calif.: McCutchan Publishing Corp., 1972. This book focuses on the development of alternatives to "in-school teaching," which are not necessarily alternative schools. Saxe has

collected a variety of articles that illustrate the need for alternatives and follows these with a section giving detailed experiences of public alternative programs in Philadelphia, Chicago, Cleveland, and St. Louis. Articles by Mark Shedd and Lee McMurrin are particularly worthwhile in considering possible options.

School District of Philadelphia. Parkway Program. New York: ERIC Clearinghouse on Disadvantaged, Teachers College, Columbia University, 1971. 15 pp. ED 047 063. EDRS price: MF--$.65; HC--$3.29. The Parkway Program was designed to investigate whether a high school could be organized independently of any fixed institutional facilities--building or faculty. A total of 43 students were selected at random from among applicants representing all eight Philadelphia school districts and the program was committed to operate at a cost equal to or less than the amount required to run a comparable-size traditional school. The students were not graded, had no dress codes and few "rules" and in return had to find their classrooms, their curriculum, and in some cases their teachers from urban community resources. The purpose was to try to integrate school children with the life of the community which in normal circumstances they were not expected to enter until leaving school. A basic premise was that although they are supposed to prepare students for life in the community, most schools so isolate them from the community that a functional understanding of how it works is considered impossible.

Troost, Cornelius J., editor. Radical School Reform: Critique and Alternatives. New York: Little, Brown and Co., 1973. 314 pp. A compilation of papers by well-known critics of radical reformers, including David Ausubel, Urie Bronfenbrenner, Amitai Etzioni, Fred Hechinger, Sidney Hook, and Bruce Joyce. The four-part format presents (1) an extensive critique of the radical school reform movement; (2) essays by scholars whose values, beliefs, and arguments criticize the established order but provide a basis for intelligent reform; (3) a case for universal moral principles and for the teacher as "character educator"; and (4) a treatment of problems of integrating humanistic values and techniques into systematic, rational, and technological curriculum models.

Turner, Joseph. Making New Schools. New York: David McKay Co., 1971. 302 pp. The author says that "education in America is built in the main on the wrong model. We need alternatives...." His purpose in writing this book is "to persuade people in a variety of occupations to get together to make new schools and colleges." He discusses general principles and summarizes them as criteria for experimentation with alternatives in education and alternative schools, and includes detailed accounts of existing programs or proposed projects.

Watson, Douglas. Alternative Schools: Pioneering Districts Create Options for Students. Arlington, Va.: National School Public Relations Association, 1972. 64 pp. The types of alternative schools may vary from district to district but all share the philosophy of providing students and parents with a choice in education and enable the community to avoid decision making between traditional and innovative schools by offering a range of different options for elementary and secondary school-age youngsters.

This special report examines a variety of alternatives designed to meet the needs of special students, dropouts, and able students, their problems and pitfalls, and their hopes for the future.

Winsor, Charlotte, editor. Experimental Schools Revisited. New York: Agathon Press, 1973. 335 pp. This collection of selected Bulletins of the Bureau of Educational Experiments from 1917 to 1924 reproduces historic accounts of some of the best examples of the early progressive schools and approaches to child-centered education. For contemporary readers it is a reminder of the American contribution to the humanist tradition in education and a source of insight into ways of working with children that are being rediscovered.

Woulf, Constance. The Free Learner: A Survey of Experiments in Education. Stanford, Calif.: ERIC Clearinghouse on Educational Media and Technology, Stanford University, 1970. 34 pp. ED 044 048. EDRS price: MF--$.25; HC--$1.80. This survey presents the observations of visitors to classrooms in the San Francisco Bay Area which are run on the free-learner principle. Twenty private schools, two experimental programs in public schools, and two public schools working within the framework of compulsory education are described. As a preface to the descriptions, a fictitious "Hill School" is described, embodying much of the philosophy and practice of the free school ideal. A tabulation of data gives information about student and teacher populations and financial status of each school.

Journals and Articles

Barr, Robert D.; Burke, Daniel; and Smith, Vernon. "All About Alternatives." Nation's Schools 90: 33-39; November 1972. Prepared by the directors of the Indiana Consortium on Options in Public Education, this article addresses questions on teacher styles, accountability, management, and what makes alternative schools truly different. One section describes the variety of alternatives operating around the country, such as community schools, learning centers, and multicultural centers.

Cass, James. "Beloit-Turner: A School Designed for Kids." Saturday Review/Education 53: 65-69; March 21, 1970. Cass gives a clear and interesting picture of a public alternative middle school in Wisconsin. The school's three major curriculum areas are the physical environment, developing creative interests and abilities, and developing social sensitivity and understanding. The recorded comments of the children are highly favorable, but Cass (and the teachers) withholds any real assessment of the program. He mainly discusses how staff members are employing their professional skills in a new environment.

Chesler, Joan. "Innovative Governance Structures in Secondary Schools." Journal of Applied Behavioral Science 9: 261-80; March-June 1973. A review of alternative forms of educational organization, in six high schools, based upon student power and participation which broadly and positively affected learning processes and the context in which they operated.

Coleman, James. "Class Integration: A Fundamental Break with the Past." Saturday Review/Education 55: 58-59; May 27, 1972. The author writes of the need for a diverse array of educational settings for all children, not every one of which needs to be class integrated.

Elam, Stanley M., editor. "Special Issue: Alternative Schools." Phi Delta Kappan 54: 433-85; March 1973. This issue on alternative schools presents readers with the diverse views and experiences of people operating within the system. "The social revolutionaries have not been given a platform here"; in fact, the whole focus is on the public alternative school movement. The articles are grouped in three sections: (1) Analysis, Criticisms, and Observations; (2) A Sampling of the Possibilities; and (3) Teacher Education and Alternatives.

Gross, Ronald. "From Innovations to Alternatives: A Decade of Change in Education." Phi Delta Kappan 52: 22-24; September 1971. Gross describes effectively what he calls the three phases of movement for change in American education: "innovation," "radical reform," and the emerging one, "alternatives" to traditional modes of schooling. He is skeptical of the practicability of Illich's "deschooling" and looks for the flowering of many options and alternatives to the present monolithic system and "other avenues to growing up." This is a helpful article for understanding the rationale of alternative schools.

Houts, Paul L., editor. "The Great Alternatives Hassle." National Elementary Principal 52: 7-108; April 1973. In this special issue "are movingly expounded some utopian notions, some harsh realities, and some practical possibilities for educational reform." Alternatives are viewed in relation to some of the larger issues in education as well as in a historical context.
Fifteen articles, a recorded exchange of views among a group of leaders in educational reform, and an extensive bibliography covering a decade of documentation are included.

Hyman, Ronald T. "Curriculum for the Pregnant Adolescent." NJEA Review 46: 15, 45-46; April 1973. The author maintains that pregnant adolescents require special educational attention. They should be permitted and encouraged to remain in a regular school setting but should have a curriculum different from the common secondary fare--curriculum that is humane and "pregnant" (in its double meaning).

Kelly, Anna F. "Educational Services for Pregnant Adolescents." NJEA Review 46: 17, 45; April 1973. A description of the program at New Brunswick, N. J., Family Learning Center, which is a component of the public school system. The center provides pre- and post-natal medical, social, educational, and psychological services for teenagers.

Koerner, Thomas F., editor. "Alternatives in Public Education: Movement or Fad?" Bulletin of the National Association of Secondary School Principals 57: 1-156; September 1973. There are twenty articles in this special issue on the development, administration, and operation of alternatives in large and small schools. The

writers are scholar-practitioners and practitioner-scholars who are engaged in efforts to do something about public education. Some attempt to define alternative schools in terms of process, characteristics, or outcomes; others in terms of strategy for effecting change. Some say it is imperative that a school be nonpublic to be considered a true alternative; others believe the movement is significant only as a vehicle for options within the structure of public education.

NJEA Review. "An Alternative." NJEA Review 46: 12-13, 46; April 1973. A 50-year-old elementary building with hand-me-down and improvised furnishings houses the Alternative School in Cinnaminson, near Camden, N. J., where 160 volunteer students seem "turned on to school and learning." Teachers and students "live" together on a first-name basis and students choose their own grading system. Classes meet three times a week for eight-week cycles in basic courses and courses such as creative photography, Hesse, and women in America. Mandatory independent study or community service makes up the additional school time required per week. Parents are heavily involved in an advisory capacity, volunteer service, and decision making.

Quattrone, David F., and Riordan, Robert C., issue editors. "Alternative Schools." Harvard Educational Review 42: 313-422; August 1972. This special issue has five articles dealing with various aspects of alternative schooling, from public alternative schools to "schools without education." "Strengthening Alternative High Schools," by the Center for New Schools, is an approach based on the Merro High School in Chicago. In "The Free School Movement," Allen Graubard presents some objective data on free schools and discusses four types. T. L. Wilson contributes "Notes Toward a Process of Afro-American Education." "Schools Without Education," are those which offer skill training and custodial child care, which author Carl Bereiter maintains are the only legitimate functions of elementary schools as distinguished from teaching values and conduct. Jonathan Kozol, in "Politics, Rage, and Motivation in the Free Schools," writes about ideological biases in free schools and the development of loyalties and commitment among free school people.

Resnick, Henry. "Promise of Change in North Dakota." Saturday Review/Education 54: 67-69, 79-88; April 17, 1971. As a supporter and intelligent critic of educational alternatives, Resnick takes a close look at the results of the North Dakota New School and sees a danger of only superficial change. He describes the development of the school and the vital leadership of Vito Perrone and affirms that "no other state or large system has yet undertaken a program of change with so much potential." However, Resnick cites the inordinate amount of publicity given the New School since it has not yet developed any model of change. His main criticism is that the school has blurred the distinction between true open education and an "informal, individualized version of traditional education," but he does not develop the point fully. The article provides an interesting contrast to assessments made by the Silbermans.

Shuter, Robert. "Free-School Norms: A Case Study in External Influence on Internal Group Development." Journal of Applied Behavioral Science. 9: 281-93; March-June 1973. A discussion of the "disparity which can evolve between rhetoric and the reality of alternative institutional forms."

This Magazine Is About Schools (56 Esplanade St., Suite 301, Toronto, Ontario, Canada). This quarterly includes a wide array of articles to stimulate the search for alternative styles of learning. Issues are varied, with material ranging from curriculum and community to women's liberation and socialization.

Time. "Alternative Schools: Melting Pot To Mosaic." Time, April 10, 1972. pp. 85-86. Correspondent Christopher Cory visited some alternative schools in Minnesota, New York, and Berkeley, California. This article is a report about each of his visits and interviews.

Vanden Brink, John D., and Wilbur, Thomas, editors. Outside the Net. No. 4, Winter-Spring 1972. Lansing, Mich.: Outside the Net (P. O. Box 184), 1972. 39 pp. The articles in this issue range from a description of starting a successful free school in a St. Louis ghetto to a suggestion for suing the public school system for failing to provide adequate education. The personal experiences of a teacher suspended for his radical approach to teaching, of a substitute teacher in a class to teach English to the foreign born, and of high school students at various free schools are included, along with cartoons, book reviews, poems, and articles about alternative education.

Specialized Publications

Alternatives for Education. Alternatives for Education Manual. San Pedro, Calif.: Alternatives for Education, 1971. 45 pp. This manual contains a directory of alternative schools and a list of books and reprints about alternatives in education. Most of the schools listed -- day and boarding schools at the primary and secondary levels -- are on the West Coast. The name and address of each school is given along with supplementary material about educational philosophy, history, and goals. Alternative schools have in common an emphasis on an individual approach to education. Some allow students to select what, when, and how they will study. In general, such schools reject the concepts of grading and rigid conformity to curriculum and schedules.

Arons, Stephen, and others. Alternative Schools: A Practical Manual. Cambridge: Center for Law and Education, Harvard University, 1971. 108 pp. Based on legal requirements and school experiences in Massachusetts, this publication is intended to help alternative schools get started and avoid difficulties with state and local authorities. The manual includes sketches of some alternative schools in Massachusetts and covers state regulation of alternative schools, compulsory attendance, curriculum, teacher qualifications, readmissions, safety standards, liability insurance, the economics of alternative schools (including both private and public aid), incorporation, and taxation. "Where To Get Help" outlines resources

for educational and legal assistance. Lists of legal service offices and of alternative schools in the Commonwealth conclude the manual. While some of the advice on federal funding may apply elsewhere, the manual should not be assumed to describe requirements or give advice for other states.

Cambridge Institute. New Schools: A National Directory of Alternative Schools. Cambridge, Mass.: Cambridge Institute, 1971. 76 pp. This publication begins with a discussion of the present educational system and the alternative school concept, and describes the criteria for a school's inclusion in the institutional listing. The directory includes over three hundred schools, giving addresses, telephone numbers, and some basic facts (day or boarding, educational level, enrollment, staff, tuition, scholarships, parental participation, and other particular characteristics). Appended are a list of publications on alternative schools, useful addresses, a bibliography, a statement on public aid to alternative schools, and a list of regional educational switchboards having information on alternative schools.

Canadian Teachers' Federation. Community Schools Bibliography in Education, No. 31. Ottawa: the Federation, 1972. 33 pp. This bibliography contains 99 selected schools, 367 articles, and 26 theses written from 1967 to 1972. The citations include information on availability of the items, for example, some may be purchased through the ERIC Document Reproduction Service and others may be borrowed from the CTF.

Dobson, Catherine. Non-Traditional Education: A Bibliography. Research Bibliography Series. Ann Arbor: Education Library, University of Michigan, 1973. 8 pp. A list of over one hundred books and six periodicals dated from 1967 through 1972. The materials are appropriate for use by educators, parents, and community groups. Free, open, and nongraded alternative schools at all levels are mentioned among the titles, as are the process of educational change, innovative teaching, learning techniques, and community-based education. No annotations are given, but references are cited for the UM Education Library. Magazine titles suggest sources of current information on nontraditional education in the U. S. and Canada.

Lambert, Michael P. A Bibliography on Education for Home Study Educators. Washington, D. C.: National Home Study Council, n.d., 12 pp. A selected list of current and classic titles on correspondence and postsecondary education. References are grouped under these headings: bibliographies, correspondence education, nontraditional education, adult and vocational education, government reports, and general studies.

Lee, George P. Memo to Navajo Community Schools. Boulder, Colo.: ERIC Clearinghouse on Social Studies/Social Science Education, University of Colorado, 1971. 95 pp. ED 056 928. EDRS price: MF--$.65; HC--$3.29. This handbook contains general resource information for program planning in Navajo education. Included are (1) key questions; (2) community education and local control; (3) educational laboratories; (4) steps in starting a community college; (5) recommended books; (6) a bibliography of instructional resources; (7) program planning and proposal writing; (8) national

foundations; (9) American Indian education; (10) thoughts on education; (11) quotes by great American leaders; (12) senator friends of Indian people; (13) Indian desks in Washington, D. C.; (14) federal programs; (15) educators and consultants in Indian education; (16) fellowship and internship opportunities; (17) legal assistance and interpretation; (18) Indian people; (19) periodicals, newspapers, and newsletters; (20) financial aid for career studies.

Molloy, Laurence, and others. Places and Things for Experimental Schools. New York: Educational Facilities Laboratories, February 1972. 268 pp. Information on facilities and topics complemented with the names and addresses of prime information sources, for interested public officials, planners, educators, students, and citizens. The document is intended to give access to the latest developments in educational facilities and their relationship to educational experimentation.

National Consortium for Options in Public Education. "Directory of Alternative Public Schools." Changing Schools. An Occasional Newsletter on Alternative Public Schools, No. 008. Bloomington: School of Education, Indiana University, 1973. pp. 8-18. The directory lists 464 alternative schools in 35 states and five countries. Seventy-five percent of the schools are located in only eight states, with those in California, New York, and Washington totaling over 40 percent; the other five states are Illinois, Massachusetts, Minnesota, Missouri, and Pennsylvania.

New Directions Community School. New School Manual. Fourth Edition. Richmond, Calif.: the School, 1971. 27 pp. This manual is designed to provide those who are interested in starting a free school with helpful information for solving or avoiding some of the technical problems involved. A general statement on the early and current status of New Directions is offered in an introductory section, and the remainder of the booklet details problems and solutions New Directions has found effective. Special areas considered include California state laws relating to private alternative schools; college requirements and their fulfillment; incorporation and tax exemption; employee taxation; bookkeeping; and miscellaneous suggestions for lowering expenses, improving quality, and avoiding problems.

Southwest Network. Directorio Chicano. Hayward, Calif.: the Network (1020 B St., 94541), January 1974. 19 pp. The Southwest Network was created to provide support for developing Chicano alternative schools. It facilitates approaches, problems, contacts, and funding and communication for aid. This directory of 13 alternative schools, 28 distribution centers, and related publications is divided into four geographic regions and subdivided by state.

Resource Centers and Clearinghouses: National

National Alternative Schools Program (School of Education, University of Massachusetts, Amherst 01002). A program which is promoting the concept of public alternative schools and will help school districts plan and implement an alternative school. NASP will supply a resource packet and other wide-ranging materials, consultation,

and technical assistance in planning, administration, curriculum, evaluation, and crisis management. It sponsors conferences and gives free introductory workshops on alternative schooling to interested districts. The current thrust is to assist in the development of alternatives within minority communities.

National Consortium for Options in Public Education (School of Education 328, Indiana University, Bloomington, Indiana 47401). An ad hoc group of schools, colleges, organizations, and individuals interested in the development of alternatives within public school systems. The Consortium offers its individual or institutional members professional ties and support services, a newsletter (Changing Schools), occasional papers, personnel exchange, and regional conferences.

New Schools Exchange (301 East Canon Perdido, Santa Barbara, California 93101). A major clearinghouse for people involved in free schools or experimental education. The Exchange publishes a weekly newsletter, available on a half- or full-year subscription, a quarterly magazine, and a directory of experimental schools in the U. S. and Canada.

The Teacher Drop-Out Center (Box 521, Amherst, Massachusetts 01002). The Center's main purpose is to direct teachers to alternative schools, free schools, etc. It has compiled a conglomerated list of almost 1,200 alternative or innovative schools (private and public) and experimental educational organizations, some with descriptions. The Center also periodically distributes lists of job openings. The lists do not differentiate among schools or attempt to classify them.

Resource Centers and Clearinghouses: Regional

(Midwestern)

Center for New Schools (431 South Dearborn, Suite 1527, Chicago, Illinois 60605). A nonprofit organization that provides direct assistance to parents, community groups, and school personnel who are interested in bringing about changes in urban education; and aids people in starting alternative schools as part of a larger strategy to change urban schools. The Center has prepared reports on specific problems in developing alternative programs, case studies on thirty schools, and has extensive information on the Chicago Metro School. A list of publications is available.

Educational Exploration Center (3104 16th Avenue South, Minneapolis, Minnesota 55407). EEC is an information center on alternatives in education within and outside the school system. It answers inquiries, publishes a newsletter (available on subscription), and works with the Minnesota Consortium to support parent groups who are trying to press for alternative schools. The Center's director is a VISTA worker, and its staff is composed mainly of volunteers.

Gemini Institute (Consultants for Experimental Education Programs, 8162 Sycamore, Indianapolis, Indiana 47240). A resource and support group for experimental school activity in the Midwest. The

stated objectives are "(1) to undertake research to provide technical information for those who wish to initiate alternative education programs; (2) to facilitate communication and cooperation among organizations and individuals interested in alternative education; (3) to stimulate greater experimentation in the field of education; and (4) to encourage the adoption of alternatives by public and private schools."

(Western)

Learning Center (c/o Exploring Family School, Box 1442, El Cajon, California 92021). An information clearinghouse about community schools in California. The Center is also a resource for projects in organizing public school teachers and for help in establishing schools.

New Schools Movement (117 Madrone Place East, Seattle, Washington 98102). A group of parents, teachers, and interested citizens that list their objectives as "(1) supporting those humanistic schools now existing in the Seattle area which provide an educational haven for those who attend them; (2) encouraging the development of additional models, public and private, based on a responsiveness to the whole person; (3) providing a forum where new ideas about learning environments can be explored and where people...can come together, share their concerns, and seek solutions; and (4) sponsoring conferences, discussions, lectures, films, and happenings which will sensitize people to the problems inherent in conventional education and demonstrate practical, human alternatives."

San Francisco Education Switchboard (1380 Howard Street, San Francisco, California 94103). A resource center on alternative schools outside of school systems. The Switchboard promotes the idea of independent or free schools to parents, teachers, and students in order to meet their particular educational needs. It holds regular discussions and publishes a newsletter (Switched On, available on subscription) and a directory of alternative schools in the San Francisco area.